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ABSTRACT

After-school programs have the potential to keep children safe and out of trouble and can help to improve the academic performance of the increasing numbers of participating children. This report presents positive research on after-school programs and examples illustrating the potential of high-quality after-school activities to keep children safe, out of trouble, and learning. The report presents empirical and anecdotal evidence of successful programs, identifies key components of high-quality programs and effective program practices, and showcases exemplary after-school and extended learning models. The report is presented in three chapters. Chapter 1 discusses the potential of after-school programs, focusing on their potential impact to reduce juvenile crime; to improve academic achievement; to support children's social development and their relationships with adults and peers; and to strengthen schools, families, and communities. Chapter 2 highlights the components of exemplary after-school programs, including goal setting, strong management, and sustainability; high-quality after-school staffing; attention to safety, health, and nutrition issues; effective partnerships with community and other organizations; strong family involvement; enriching learning opportunities; linkages between school-day and after-school personnel; and evaluation of program progress and effectiveness. Chapter 3 describes 10 exemplary after-school programs. A list of resources for after-school programs is appended. (Contains 110 references.) (KB)

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Working for Children and Families:

Safe and Smart After-School Programs

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UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

April 2000

Dear Colleague:

American families understand the need for quality after-school activities. Today, most parents work outside the home. And the reality is that many of these parents work because of economic necessity. Unfortunately, too many of their children do not have access to affordable, quality activities during the hours before and after school. Indeed, experts estimate that at least 5 million "latchkey" children come home to empty houses.

Parents today know that quality after-school activities are more than babysitting. They want their children to acquire new skills and broaden their education. Computer classes, art and music courses, tutoring in the basics, and community service rank high as valued activities for after-school programs.

Statistics tell us that most juvenile crime is committed between the hours of 2:00 p.m. and 8:00 p.m. The largest spike in the number of offenses occurs in the hours immediately following students' release from school. We can no longer ignore the obvious. Our police chiefs have not. They believe that an investment in after-school programs is the best deterrent against juvenile crime and victimization.

Jointly authored by the U.S. Department of Education and the U.S. Department of Justice, *Safe and Smart: Making the After-School Hours Work for Kids* was first published in June 1998. It provides evidence of the importance of safe and enriching learning opportunities for our children and youth. *Safe and Smart* has been widely used as a resource guide, and 50,000 copies have been distributed all over the country. *Working for Children and Families: Safe and Smart After-School Programs* updates our earlier guide. It includes the most recent research, resources, and information on promising practices.

Millions of Americans, struggling to be both good parents and good workers, would like to rely on after-school programs during the work week. We hope this report provides the motivation for others--superintendents and principals, parent leaders, communities, employers, local governments, and faith communities--to start up or expand after-school programs. These programs make good sense for children, families, and our nation.

Sincerely,

Janet Reno
Attorney General

Richard W. Riley
Secretary of Education

Our mission is to ensure equal access to education and to promote education excellence throughout the Nation.

Working for Children and Families:

Safe and Smart After-School Programs

U.S. Department of Education

U.S. Department of Justice

Janet Reno
Attorney General of the U.S. Department of Justice

Richard W. Riley
U.S. Secretary of Education

April 2000

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Introduction

Today, millions of children return to an empty home after school. When the school bell rings, the anxiety for parents often just begins. They worry about whether their children are safe, whether they are susceptible to drugs and crime. In response to this pressing concern, many communities have created after-school programs to keep children and youth out of trouble and engaged in activities that help them learn. Recent polls have found overwhelming adult support to personally ensure access to after-school programs for children in their community.

However, a chronic shortage of quality after-school programs exists. According to parents, the need far exceeds the current supply. One recent study found that twice as many elementary and middle school parents wanted after-school programs than were currently available.

After-school programs provide a wide array of benefits to children, their families, schools, and the whole community. This report, jointly authored by the U.S. Departments of Education and Justice, focuses exclusively on the benefits children receive in terms of increased safety, reduced risk-taking, and improved learning.

First and foremost, after-school programs keep children of all ages safe and out of trouble. The after-school hours are the time when juvenile crime hits its peak, but through attentive adult supervision, quality after-school programs can protect our children. As this report shows, in communities with comprehensive programs, children are less likely to commit crimes or to be victimized.

After-school programs also can help to improve the academic performance of participating children. For many children, their reading and math scores have improved in large part because after-school programs allow them to focus attention on areas in which they are having difficulties. Many programs connect learning to more relaxed and enriching activities, thereby improving academic performance as well.

The purpose of this report is to present positive research and examples illustrating the potential of quality after-school activities to keep children safe, out of trouble, and learning. Specifically, it presents evidence of success—both empirical and anecdotal—for after-school activities; it identifies key components of high-quality programs and effective program practices; and it showcases exemplary after-school and extended learning models from across the country with promising results in our nation's efforts to keep children in school and on track.

Helping Children to Succeed

Children, families, and communities benefit in measurable ways from high-quality after-school and extended learning programs. As an alternative to children spending large numbers of hours alone or with peers in inadequately supervised activities, well-planned and well-staffed programs provide safe havens where children can learn, take part in supervised recreation, and build strong, positive relationships with responsible, caring adults and peers. Communities fare better when their young people are occupied in meaningful, supervised activities after school. After-

school programs have helped reduce the juvenile crime rate. Adolescents are less likely to engage in risky behaviors, such as tobacco use, when they have after-school programs to go to. Children watch less television (which has been associated with aggressive behavior and other negative consequences). Finally, injuries and victimization decline in communities previously plagued by crime.

After-school programs also contribute to raising children's self-confidence as well as academic performance. Both teachers and parents report that children who participate in after-school programs develop better social skills and learn to handle conflicts in more socially acceptable ways. Children indicate that they have higher aspirations for their future, including greater intentions to complete high school and attend college. Participants in programs that focus on helping children prepare for college have gone on to do so in impressive numbers.

Families able to enroll their children in good programs indicate that their children are safer and more successful in school. These families also develop a greater interest in their child's learning. In addition, children develop new interests and skills and improve their school attendance. Both children and school systems benefit from after-school programs, which lessen the need to retain children in grade due to poor academic progress and to place children in special education.

In many cases, communities have come together to improve the availability of after-school programs. Partnerships among schools, local governments, law enforcement, youth- and community-based organizations, social and health services, and businesses have resulted in a number of high-quality after-school programs. These partnerships foster a greater volunteer spirit and provide opportunities for parents to increase their parenting skills and participate in program activities.

Creating High-Quality After-School Programs

From school to school, neighborhood to neighborhood, and community to community, every after-school program is different. Successful programs respond to community needs: Their creation is the result of a community effort to evaluate the needs of its school-age children when school is not in session.

Even so, certain characteristics are indicative of exemplary programs in general. First and foremost, good after-school programs set goals and have strong leadership and effective managers who carry them forward and plan for long-term sustainability. Quality programs hire skilled and qualified staff, provide them with ongoing professional development, and keep adult-to-child ratios low and group sizes manageable.

While many programs offer homework support and tutoring, successful programs ensure that academic-linked activities are fun and engaging. Parents often want computer, art, and music classes, as well as opportunities for their children to do community service. Thus good after-school programs reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day.

Good after-school programs reach out to the families of children in the program, keeping

them informed of their children's activities and providing opportunities to volunteer. Building partnerships with the community only serves to strengthen the partnerships with families and the program as a whole. Communities that are involved in after-school programs provide volunteers, establish supporting networks of community-based and youth-serving organizations, offer expertise in management and youth development, and secure needed resources and funding for programs.

These partnerships share the common goal of helping children grow up safe and smart. Linking the after-school program with children's learning experiences in the classroom improves children's academic achievement. Toward this end, there are a number of strategies that can be incorporated into an after-school program. Coordinating what's learned during the regular school day with after-school activities and establishing linkages between school day teachers and after-school personnel can go a long way toward helping students learn.

From the very start, effective programs use well-planned, continuous evaluations to judge the efficacy of their efforts based on established, accepted goals for the program. Evaluations typically gather information from students, parents, teachers, school administrators, staff, and volunteers that can be used for a variety of purposes, such as measuring students' academic progress, making improvements in program services, and identifying the need for additional resources.

For many children in neighborhoods across America, after-school programs provide a structured, safe, supervised place to be after school for learning, fun, and friendship with adults and peers alike. This report will share some of those places with you.

Chapter 1
The Potential of After-School Programs

We must make sure that every child has a safe and enriching place to go after school so that children can say no to drugs and alcohol and crime, and yes to reading, soccer, computers and a brighter future for themselves.

—President Clinton

The Need

Working families increasingly find it difficult to care for their children during the afternoon and early evening hours. Overall, more than 28 million school-age children have parents who work outside the home.[1] Currently, six million children K-8 participate in before- and after-school programs.[2] In 69 percent of all married couple families with children ages 6-17, both parents work outside the home; in 71 percent of single mother families and 85 percent of single father families with children ages 6-17 the custodial parent is working.[3] The gap between parents' work schedules and their children's school schedules can amount to 20 to 25 hours per week.[4] Many of these children do not have access to affordable, quality care during the hours before and after school. To meet this demand, communities are creating quality after-school programs.

As this chapter shows, school-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco; engage in criminal and other high-risk behaviors; receive poor grades; display more behavior problems; and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, more than one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class.[5]

However, there is a chronic shortage of after-school programs available to serve children. Demand for school-based after-school programs outstrips supply at a rate of about two to one. Seventy-four percent of elementary and middle school parents said they would be willing to pay for such a program, yet only about 31 percent of primary school parents and 39 percent of middle school parents reported that their children actually attended an after-school program at school.[6] Overall, 85 percent of adults believe it is difficult for parents to find after-school programs for children and teens in their communities.[7]

Finding quality programs to meet the needs of children moving from elementary to middle school years is even more challenging in communities where after-school resources decline abruptly after elementary school.[8] Middle school children are often "too old for child care" and "too

young for self-care."[9] The transition to middle school marks the time when children are in early stages of adolescence, asking for greater autonomy and are able to use it more successfully if they receive support, attention, and supervision from caring adults.[10]

The lack of affordable, accessible after-school opportunities for school-age children means that an estimated five to seven million, and up to as many as 15 million "latchkey children" on any given day go home to an empty home after school.[11] Forty-four percent of third graders spend at least a portion of their out-of-school time unsupervised,[12] and about 35 percent of 12-year-olds are left by themselves regularly while their parents are at work.[13] Millions of parents—and their children—are being shortchanged.

In addition, as states begin to see the effects of the federal welfare reform legislation of 1996 and start moving large proportions of the families in their caseloads into work-related activities, greater numbers of welfare recipients are likely to need care for their children. Research has shown that some of the largest disparities between need and availability of care for children are specifically in the area of school-age programming. In some urban areas, the current supply of after-school programs for school-age children will only meet as little as 20 percent of the demand by the year 2002.[14]

Quality after-school programming can fill many needs of families, children, and communities. Such programs can meet family needs for adult supervision of children during after-school hours, and they can provide children with healthy alternatives to and insulation from risk-taking and delinquent behavior.

The Support

The support for after-school programs remains overwhelmingly strong. According to the YMCA of the USA, nearly 100 percent of those polled agreed that it is important for children to have an after-school program that helps them develop academic and social skills in a safe and caring environment.[15] In a recent 1999 Mott Foundation/JC Penney Nationwide Survey on After-School Programs, ninety-one percent of adults say it is important to them personally to ensure that children in their community have access to after-school programs.[16] Ninety percent of adults favor providing after-school programs to children between the hours of 3 and 6 p.m. Three-quarters of adults believe that after-school programs could have an impact in preventing school violence, like the Columbine High School shootings in Littleton, Colorado. Agreement even crosses partisan lines with 94 percent of Democrats, 93 percent of Independents, and 89 percent of Republicans agreeing that there should be some type of organized activity after school.[17] Finally, 66 percent of those polled reported that they would support the use of additional federal or state taxpayer money to make daily after-school programs accessible to all children.[18]

Adults want to see after-school programs provide children with a safe environment, teach children respect for people different from themselves, provide structured, adult supervision, tutoring and homework help, and teach ways to resolve conflict with other young people.[19] The majority of parents want their children to attend after-school programs, and most believe the programs should focus on educational enrichment,

such as computer clubs, arts classes, music courses, and community service.[20]

Local, state, and national officials also want after-school programming. One of five top recommendations of the 1998 United States Conference of Mayors' National Summit was expanding after-school programming. Delaware Governor Thomas R. Carper, the 1999 Chairman of the National Governor's Association (NGA), made expanding after-school programs one of his top three priorities for the NGA.

The Potential

Quality after-school programs can provide positive environments and enriching age-appropriate activities. School-age children attending these programs can build on what they have learned during the regular school day, explore further areas of skills and interest, and develop relationships with caring adults, all of which are factors related to their success as adults.[21] Quality after-school programs develop children's abilities so that they may grow into healthy, responsible adults.

While past research has focused on how children spend their time after school and what level of supervision is provided, current research has begun to examine the various types of after-school activities and their effects on the cognitive, social, physical, and emotional development of children. Researchers have identified three major functions of after-school programs: providing supervision, offering enriching experiences and positive social interaction, and improving academic achievement.[22] Different programs may focus more strongly on a particular area. More and more, practitioners and parents are turning to after-school programs as an opportunity to prevent risky behaviors in children and youth and to improve student learning. Researchers are also asking how do we link social, emotional, physical development as leading to academic change? In other words, practitioners and parents want after-school programs that are safe and smart.

Researchers have also recently begun examining whether the amount of time spent in a quality after-school program has effects on the cognitive and emotional development of children. Preliminary findings from one study indicate that effects were greatest for students participating in after-school programs with high rates of average attendance. Students in high-attendance projects were more likely to read and understand more than they did before attending the program, finish their homework, feel safe after school, and learn to speak and understand English.[23]

The after-school activities included in this report were included because they showed evidence of success—whether empirical or anecdotal—and were identified by local, regional, and national experts as particularly innovative or promising. Although more evaluation efforts are in place since the first edition of *Safe and Smart*, evaluation of after-school activities is still limited. Often, the information available about a program is based on the opinions of experts instead of on formal evaluations.[24] This chapter showcases promising independent and self-reported evaluation data on after-school activities. It also indicates the critical need to fund and conduct more extensive, rigorous evaluations of after-school activities and their impact on the safety, social development, and academic achievement of children.[25]

Desired Outcomes for After-School Programs by Wellesley College National Institute on Out-of-School Time:

- Relationships with caring, competent, and consistent adults;
- Access to enriching learning activities;
- Access to safe and healthy environments; and
- Partnerships with families, schools and communities.

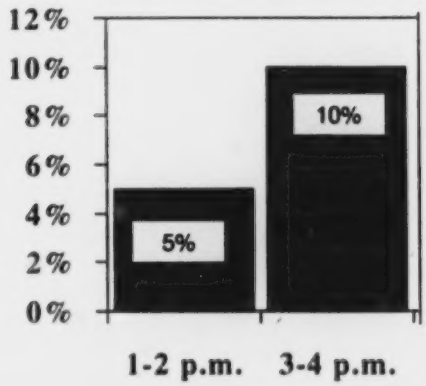
Keeping Children on the Right Track

This period of time between the school bell and the factory whistle is a most vulnerable time for children. These are the hours when children are more likely to engage in at-risk behavior and are more vulnerable to the dangers that still exist in too many neighborhoods and communities.

—Vice President Gore

The rates for both juvenile crimes and the victimization of juveniles peak in the after-school hours (see Exhibit 1). Unlike the serious violent crime offending pattern of adults, violent juvenile crimes occur most often in the hours immediately following school dismissal. The peak that occurs at 3 p.m. (6 percent) is twice as high as the percentage of violent crimes committed by juveniles just one hour earlier, at 2 p.m. (3 percent). A comparison of the crime patterns for school and nonschool days find that the 3 p.m. peak occurs only on school days. The time pattern of juvenile violent crimes on nonschool days is similar to that of adults, with a gradual increase during the afternoon and evening hours, a peak between 8 and 10 p.m.[26] Thus juvenile violence peaks in the after-school hours on school days and in the evenings on nonschool days.

Exhibit 1. Violent juvenile crime doubles in the after-school hours on school days



Data Source: Analysis of the FBI's *National Incident-Based Reporting System* master files for the years 1991-1998 [machine-readable data files] containing data from 12 states (AL, CO, ID, IL, IA, MA, MI, ND, SC, UT, VT, and VA).

Source: Snyder, H. and Sickmund, M. (1999). *Juvenile Offenders and Victims: 1999 National Report.*

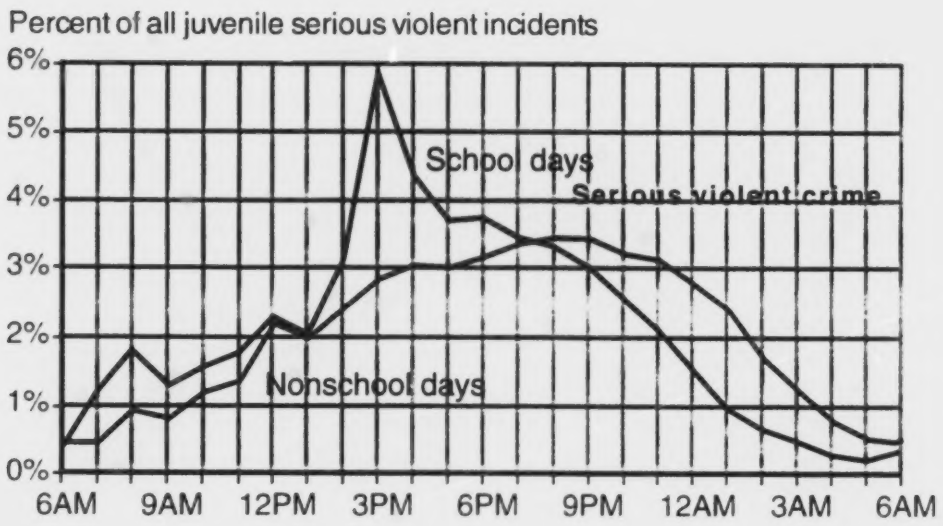
- A study of gang crimes by juveniles in Orange County, California, shows that these crimes typically occur on school days, with their incidence peaking at 3 p.m. (see Exhibit 2). Data from the study shows that 60 percent of all juvenile gang crime occurs on school days and that, like other juvenile crime, it peaks immediately after-school dismissal.[27]

- Crimes involving firearms committed by juveniles also peak at 3 p.m. on school days, the hour that youth leave school.[28]

The most likely hour of a school day for a juvenile to commit a sexual assault is between 3 p.m. and 4 p.m. In fact, more than one in seven sexual assaults by juveniles occur in the four hours between 3 and 7 p.m. on school days.[29]

Children are also at a much greater risk of being the victim of a violent crime (for example, murder, violent sex offense, robbery, and assault) in the four hours following the end of the school day, roughly 2 to 6 p.m. (see Exhibit 3). These are different than the three hours that adults are most likely to be victims of violent crime, which is highest from 9 p.m. to midnight.[30]

Exhibit 2. Serious juvenile crimes cluster in the hours immediately after the close of school



Data Source: Analysis of the FBI's *National Incident-Based Reporting System* master files for the years 1991-1998 [machine-readable data files] containing data from 12 states (AL, CO, ID, IL, IA, MA, MI, ND, SC, UT, VT, and VA).

Source: Snyder, H. and Sickmund, M. (1999). *Juvenile Offenders and Victims: 1999 National Report.*

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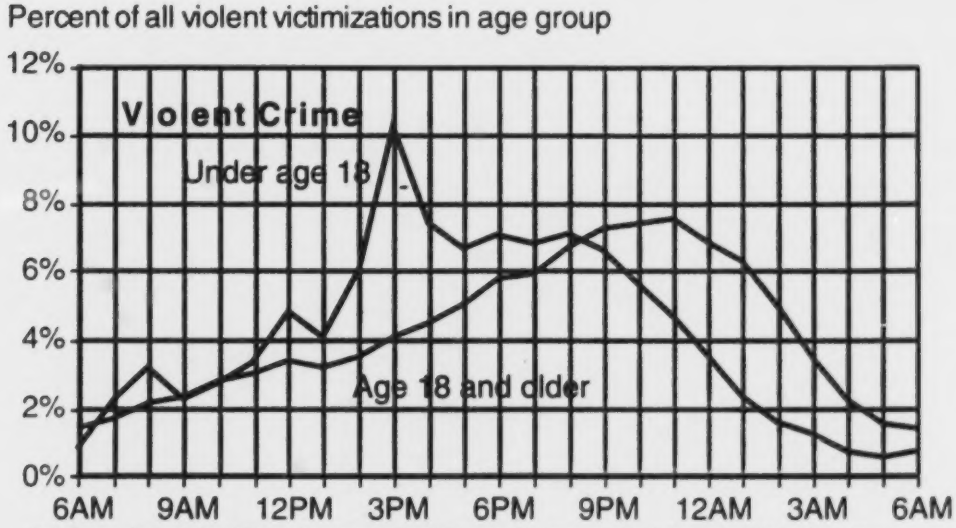
Exhibit 3. The violent victimization of juveniles is greatest between 3 and 9 p.m., while adult victimizations are most common between 9 p.m. and midnight



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Source: Snyder, H. and Sickmund, M. (1999). *Juvenile Offenders and Victims: 1999 National Report.*

Sixty-nine percent of police chiefs interviewed felt that "providing more after-school programs and educational child care programs" was the most effective strategy to reduce juvenile crime. This strategy was favored over prosecuting more juveniles as adults (17 percent favored), hiring more police officers to investigate juvenile crimes (13 percent) and installing more metal detectors and surveillance cameras in schools (1 percent).[31] In fact, 86 percent of police chiefs agreed that overall, "expanding after-school programs and educational child care programs like Head Start would greatly reduce youth crime and violence."[32]

Quality after-school programs can meet family needs by providing responsible adult supervision of children during nonschool hours. By offering young people rewarding, challenging, and age-appropriate activities in a safe, structured, and positive environment, after-school programs help to reduce and prevent juvenile delinquency and to insulate children from injury and violent victimization. After-school programs give children and teenagers positive reasons to say "yes."

Preventing crime, juvenile delinquency, and violent victimization. The following studies show that quality after-school programming can have a positive impact on children and youth at risk for delinquent behaviors.

Decrease in juvenile crime

- In Waco, Texas, students participating in the Lighted Schools program have demonstrated improvements in school attendance as well as decreased juvenile delinquent behavior over the course of

the school year. Juvenile crime has dropped citywide by approximately 10 percent since the inception of the program.[33]

- New York City housing projects with Boys and Girls Clubs on site experienced a juvenile arrest rate that was 13 percent lower than that of similar housing projects without a club, according to a recent study by Columbia University. In addition, drug activity was 22 percent lower in projects with a club.[34]

- After the Beacon Program in New York City increased youth access to vocational arenas, therapeutic counseling, and academic enrichment after school, police reported fewer juvenile felonies in the community.[35]

- Canadian researchers found that at the end of a year-long after-school skills development program in a public housing project, the number of juvenile arrests declined 75 percent while they rose by 67 percent in a comparable housing development without a program over the same period of time.[36]

Most kids will respond if they think someone really cares about them. That's what gets them into gangs in the first place. That's why I try to provide them with safe after-school activities. A lot of times all they need to stay out of trouble is a place to go, and someone who's there for them.

— Robert Montoya, counselor, Truman Middle School, Albuquerque, New Mexico, on how providing after-school programs helps reduce youth involvement in gangs. Montoya has helped almost 100 youths leave their gangs.[37]

Decrease in violent victimization

- The Baltimore Police Department saw a 44 percent drop in the risk of children becoming victims of crime after opening an after-school program in a high-crime area. A study of the Goodnow Police Athletic League (PAL) center in northeast Baltimore, the first center to open in May 1995, also indicated that juvenile arrests dropped nearly 10 percent, the number of armed robberies dropped from 14 to 7, assaults with handguns were eliminated, and common assaults decreased from 32 to 20.[38]

- While Los Angeles children in the LA's BEST program and those not in the program both reported feeling unsafe in their neighborhoods, children in the program felt significantly safer during the hours after school than nonparticipants.[39]

Instead of locking youth up, we need to unlock their potential. We need to bring them back to their community and provide the guidance and support they need.

—Mayor Richard M. Daley, City of Chicago

Decrease in vandalism at schools

- One-third of the school principals from 64 after-school programs studied by the University of Wisconsin reported that school vandalism decreased as a result of the programs.[40]

- Schools running an LA's BEST program have shown a reduction in reports of school-based crime.[41]

Preventing negative influences that lead to risky behaviors, such as drug, alcohol, and tobacco use. After-school programs can provide youth with positive and healthy alternatives to drug, alcohol, and tobacco use, criminal activity, and other high-risk behaviors during the peak crime hours after school.

Youth ages 10-16, who have a relationship with a mentor, are 46 percent less likely to start using drugs, 27 percent less likely to start drinking alcohol, and 33 percent less likely to participate in a violent activity.[42]

- A national survey of 10th-graders found that, in comparison to students who spent 5-19 hours weekly in school-sponsored activities, students who spent no time in these activities were 75 percent more likely to use tobacco or drugs, 37 percent more likely to become teen parents, and 50 percent more likely to be arrested.[43]

- Young adolescent girls participating in Girls Incorporated's Friendly PEERsuasion after-school program exhibited a decreased likelihood of starting to drink alcohol compared to their peers not in the program. Girls in the program were also more likely to leave situations where friends were using tobacco, drugs, or alcohol and to disengage from peers who smoke or use drugs.[44]

- Youth who participated in Across Ages, an intergenerational mentoring program in Philadelphia for high-risk middle school students, exhibited positive changes in their knowledge, attitudes, and behaviors concerning substance use and related life skills, according to a 1996 study by the Center for Intergenerational Learning.[45]

- One study found that eighth graders who were unsupervised for 11 or more hours per week were twice as likely to abuse drugs or alcohol as those under adult supervision.[46]

- Another study concluded that latchkey children are at a substantially higher risk for truancy, poor grades, and risk-taking behavior, including substance abuse.[47]

- Almost one-fifth of children who smoke said they smoke during the hours after school.[48]

- Parents overwhelmingly agreed that The 3:00 Project, which provides after-school programs for middle school students in Georgia, reduced their children's exposure to high-risk situations.[49]

- A 1995 study gauged the "healthiness" of communities by the prevalence of problem behaviors among youth, grades 9-12, such as drug and alcohol use, sexual activity, depression, and school problems. The communities with structured activities in which most youth participated (for example, extracurricular sports, clubs, community organizations) were five times more likely to be ranked among the healthiest communities. In healthy communities, more than one-half of all youth participated in such activities, whereas only 39 percent of youth participated in structured activities in the least healthy communities.[50]

- In a 1995 study of eighth- and ninth-grade students, the activities associated with the least desirable outcomes for

drug use and attitudes were going on car rides, hanging out with friends, and attending parties while other after-school activities, such as volunteer work, sports, and spending more time on homework were associated with healthier student outcomes.[51]

Decrease in aggressive behavior associated with watching television. The most frequent activity for children during nonschool hours is television watching, which has been associated with increased aggressive behavior and other negative consequences.[52] For about one-half of the hours children spend watching television, they are watching by themselves or with other children. In addition, roughly 90 percent of the time is spent watching programs that are not specifically designed for them.[53] Children spend an average of almost three hours per day watching television, and 17 percent of children regularly watch more than five hours of television every day.[54]

- By age 18, the average child has seen 200,000 acts of violence, including 40,000 murders, on television.[55]

- Three-quarters of a million children ages 12 to 17 watched *The Jerry Springer Show* after school, according to Nielsen ratings, which means that many latchkey kids were watching the talk show.[56]

Enhancing Children's Academic Achievement

After-school programs not only keep children safe and out of trouble, but they also provide a prime opportunity to increase learning. Youth attending formal after-school programs spend more time in academic activities and in enrichment lessons than do their peers left unsupervised after school.[57] Research has shown that children whose out-of-school time includes 20-35 hours of constructive learning activities do better in school.[58]

Better grades and higher academic achievement. Students in after-school programs show better achievement in math, reading, and other subjects.[59] Preliminary research indicates an increase in student achievement when compared to past performance and to control groups made up of similar students not involved in the programs.

- Children in grades 3-6 who were most involved in after-school recreation programs had significantly higher grades in math, science, reading, and language grades and higher self-esteem than nonparticipants.[60]

- Fourth-graders in the FOUNDATIONS Inc., before- and after-school enrichment programs outperformed comparison students in reading, language arts, and math.[61]

- The Boys & Girls Club of America developed Project Learn: The Educational Enhancement Program (EEP), a program designed with five major components: homework help and tutoring, high-yielding learning and leisure activities, parent involvement, collaboration with schools, and incentives. The 30-month evaluation compared youth in clubs with the EEP to youth in clubs without EEP and youth in other after-school programs. Findings about Project Learn participants include an increase in their grade average and

improved school attendance and study skills.[62]

- Fourth-graders who participated in the Ohio Urban School Initiative School-Age Child Programs exceeded the statewide percentage of students meeting proficient standards in math, writing, reading, citizenship, and science.[63]

- In a recent study of higher-success and lower-success elementary schools in Maryland, researchers found that the more successful schools were seeing consistent academic gains as a result of extended-day programs.[64]

- Preliminary findings from the 21st Century Community Learning Center program in Palm Beach County, Florida, indicate that students participating in the program have increased reading and math scores, as well as interpersonal self-management.[65]

- P.S. 5, a New York community school with an active extended-learning program supported by the Children's Aid Society, showed impressive gains in math and reading scores during the past three years, far surpassing the performance of similar city schools. At I.S. 218, another Children's Aid Society community school, twice as many students as at similar schools are performing at grade level in math and reading.[66]

- Of the 40 schools involved in the Chicago Lighthouse Program, a citywide after-school program run by the Chicago Public Schools, 30 schools showed achievement gains in average reading scores and 39 schools showed gains in average mathematics scores.[67]

- Students at the Beech Street School in Manchester, New Hampshire, home of the Y.O.U. after-school program, improved in reading and math on the state test. In reading, the percentage of students scoring at or above the basic level in reading increased from only 4 percent in 1994 to almost one-third of students in 1997, and in math, the percentage of students scoring at the basic level increased from 29 percent to almost 60 percent. Teachers in Manchester, New Hampshire, reported that more than one-half of students participating in the Y.O.U. after-school program earned better grades than before.[68]

I used to hate math. It was stupid. But when we started using geometry and trigonometry to measure the trees and collect our data, I got pretty excited. Now I'm trying harder in school.

—Teen, Y.O.U. Program
Manchester, New Hampshire

- Students who participated in Louisiana's Church-Based After-School Tutorial Network, a program that operates in sites throughout the state and targets at-risk children in grades K-8, increased their grade averages in math and language arts, depending on the number of years they attended.[69]

- According to a University of California – Los Angeles evaluation, students in LA's BEST citywide after-school program made academic gains far beyond those of students in the comparison group.[70]

- In the Lighted Schools program in Waco, Texas, two sites experienced a 38

percent decrease during the 1996-1997 school year in the number of program participants failing two or more classes.[71]

- More than one-half of the students in The 3:00 Project, a statewide network of after-school programs in Georgia, improved their grades in at least one subject.[72]

- In Memphis, Tennessee, students who participated on a regular basis in an after-school program with group tutoring and a language arts curriculum showed higher achievement than their peers according to state assessment.[73]

- In a study of an after-school program with a predominantly Hispanic, low-income student population, findings showed that high involvement in after-school activities (at least three activities per week) had the greatest impact on academic performance.[74]

- In a 1995 study, high school students who participated in extracurricular activities were shown to be three times more likely to score in the top 25 percent on math and reading assessments than their peers who did not. In North Carolina, high school student athletes had higher grade point averages than non-athletes.[75]

Increased interest and ability in reading. After-school programs that include tutoring in reading and writing, as well as reading for pleasure, can increase reading achievement for students. Research indicates that reading aloud to children is the single most important activity for their future success in reading. Opportunities for students to practice reading and writing to achieve fluency increase their level of reading achievement.

Literacy development through practice and experience

After school, students experience what has been referred to as an informal curriculum, which greatly impacts children's literacy development. When the informal curriculum exposes children to an environment rich in language and print, students show increased ability in reading and in math. Students need the opportunity to practice and develop their literacy skills through intelligent discussions with adults, storytelling, reading and listening, games, and other activities and interactions that extend learning beyond the regular school day.[76]

Quality, research-based tutoring programs, which fit well into after-school programs, produce improvements in reading achievement.[77] Tutoring can also lead to greater self-confidence in reading, increased motivation to read, and improved behavior.[78]

- Reading scores of fourth graders who participated in the Ohio Urban School Initiative School-Age Child Programs were 13 percentage points higher than their nonparticipating peers.[79]

- Youth participating in the Boys and Girls Club Educational Enhancement Program (EEP) reported more enjoyment of reading, verbal skills, writing, and tutoring than those who did not participate.[80]

- In a major research study on preventing reading difficulties, the National Academy of Sciences found significant increases in reading achievement for

students participating in programs that provided extra time in reading instruction by tutoring children individually.[81]

- According to staff at the Psychological Corporation, the testing division of Harcourt, the gains made by students in the Voyager program in the Jefferson County, Kentucky, Rising Stars program, represented one-year's growth (for example, gains of 4.5 in reading total) although the program operated for four weeks.[82]

- According to researchers at UCLA, limited-English-proficient students with high rates of participation in LA's BEST had higher rates of English language redesignation.[83]

- In a study of after-school programs receiving cooperative extension assistance, teachers said that one-third of participating children earned better grades and developed a greater interest in recreational reading.[84]

- Teachers in Manchester, New Hampshire, reported that 63 percent of students participating in the Y.O.U. after-school program developed an interest in recreational reading.[85]

- Elementary students in the Los Angeles 4-H after-school program made significant progress in language arts.[86]

- An after-school tutoring program in which low-achieving second and third graders were tutored one hour, twice each week, by university students, retirees, and mothers generated strong improvements in reading skills.[87]

Decrease in amount of television watching

Studies show that children who watch excessive amounts of television perform poorly on literacy-related activities when compared to their peers.[88] Children typically learn far less from television than they do from a comparable amount of time spent reading.[89] Excessive television viewing (five hours or more per day) is correlated with substantially lower test scores in reading and math.[90]

Unfortunately, the most common activity for children after school is television watching. After school and in the evenings, children watch, on average, about 23 hours of television each week, and teens watch about 22 hours per week.[91]

- According to the 1997 Panel Study of Income Dynamics conducted by researchers at the University of Michigan, children spend 1.3 hours a week reading, 1.7 hours a week studying, and 12 hours a week watching television. For each hour more per week a child spends reading, their test score increased. In contrast, for each additional hour a child watches television, their score decreased.[92]

- In a 1995 survey of eighth and ninth graders, 34 percent reported spending less than an hour a day on homework while 78 percent reported spending an hour or more on television, videos, or computer games.[93]

- In a 1998 study, on average, 12-year-olds spend five to six hours per week studying or reading for pleasure, compared to 15 hours per week watching television.[94]

- Fifty-three percent of children in the Los Angeles 4-H after-school program said they would watch more television if they were not at 4-H.[95]

On Being a Latchkey Kid:

Maya, a seventh grader considers her home alone time expanding to what she considered "a lot," including times after - dark. "I still really hate staying by myself," she told me, "[but] I guess I've gotten used to it." Maya's dislike for being home alone had more than one cause. A difficult experience early in her life had left her with a residue of anxiety, manifested in fears of dark rooms and creaking floors. Watching TV tended to calm her, but if she watched something scary, she said, it could "give me nightmares for a really, really long time, and I'll be scared to do everything."[96]

Sometimes there are so many things you can't do. I can't have company or leave the house. If I talk on the phone, I can't let anyone know I'm here alone. But I really think they've figured it out, you know. Duh.

—Amy, 14

Development of new skills and interests. After-school programs often offer activities in which children would not otherwise be involved during the school day or at home. They give children the opportunity both to develop new skills and to pursue existing interests in greater depth.

- When asked to name a new talent or skill developed in their after-school program in Manchester, New Hampshire, 44 percent of students named an educational area. Teachers reported that three-fourths of participating children developed an interest they would not otherwise have in new topics and activities.[97]

Improved school attendance, increased engagement in school, and reduced drop-out rate. After-school programs can help children develop greater confidence in their academic abilities and a greater interest in school, both of which have been shown to lead to improved school attendance.[98]

- A comparative study of 10- to 16-year-olds who applied to the Big Brothers-Big Sisters of America found that participants improved school attendance and performance, and attitudes toward completing schoolwork.[99]

- A pilot study of six LA's BEST sites found LA's BEST students had fewer absent days in middle school than their peers in the comparison schools.[100]

- An evaluation of the Ohio Urban School Initiative School-Age Child Programs found that school absence and tardiness were reduced among students who participated in after-school programs. Eighth-graders in the program reduced the number of days missed from 18 to 5.[101]

- Research shows that students who participate in extracurricular activities during their out-of-school time have an increased sense of attachment to and engagement in their school, which decreases their likelihood of academic failure and dropping out. They also have better attendance, academic achievement, and more aspirations for college.[102]

- Even after controlling for prior performance, children who attended

more days of their after-school program were rated by their classroom teachers as having better work habits and better interpersonal skills in comparison to children who attended fewer days. Children who attended more days also were less likely to endorse aggression as a response to peer conflict, and school attendance was better.[103]

- At Birchwood Elementary in Chattanooga, Tennessee, students who participated in the after-school program missed an average of 2.5 days of school during the year, down from 10.5 days in the previous year, before the after-school program was implemented.[104]

- At four sites of the Lighted Schools program in Waco, Texas, 57 percent of participating students improved their school attendance.[105]

- Seventy percent of parents and teachers agreed that attendance had improved because of middle school students participation in The 3:00 Project in Georgia.[106]

- The Coca-Cola Valued Youth Program, a cross-age tutoring program that trains older students to tutor younger students, has effectively reduced dropout rates. The dropout rate for students who participate in this program is 1 percent, while a comparison group's rate was 12 percent. (The national average is 14 percent.)[107]

A parent was telling the teacher that their child was begging to go to school even though she had a fever because she was so excited about what she was doing in the after-school program.

—Sister Judy Donovan, Valley Interfaith ISD, Brownsville, Texas, an organizer with the Industrial Areas Foundation

Turning in more and better quality homework. Most after-school programs offer some type of homework assistance, whether it is a scheduled daily homework time, one-on-one tutoring, or a homework club or center. Staffed by teachers, paraprofessionals, older students, and volunteers, participating children can draw on a variety of resources to tackle difficult homework. Also, the structure of an after-school program can make homework part of students' daily routine, which helps to explain why children in after-school programs display better work habits than their peers.[108]

- According to teachers' and parents' reports, after students began participating in the Ohio Urban School Initiative School-Age Child Programs, they were more likely to have their homework completed and turned in on time. Suspensions and expulsions were also fewer after students participated in after-school programs. Parents reported they were able to work additional hours or move from part-time to full-time employment because the after-school program was affordable.[109]

- More than 70 percent of students, parents, and teachers agreed that children received helpful tutoring through The 3:00 Project, a statewide network of after-school programs in Georgia. More than 60 percent of students, parents, and teachers agreed that children completed more and better prepared homework because of their participation.[110]

- In the Los Angeles 4-H after-school program, more than 85 percent of students reported that they received help with homework, and 90 percent said they finished their homework while attending the program each day. More than one-half of teachers rated the students' homework completion as improved or much improved.[111]

- According to the U.S. Department of Agriculture's Cooperative Extension Service Youth-at-Risk Initiative study, teachers said that one-third of children were completing more and better quality homework assignments due to their participation in a program.[112]

I just used to hang out after school before coming to The 3:00 Project. Now I have something to do and my schoolwork has improved!

—Seventh-grade student

More time on task. Some students take three to six times longer than others to learn the same thing.[113] After-school programs offer more time for learning in new, fun ways for all students, especially those who may need extra help or individual assistance.

- Studies suggest that increased student achievement can result from additional instructional time when the time is well structured and activities are tailored to individual needs and abilities.[114]

Reduced retention in grade and placement in special education. Some school districts, such as Chicago and Washington, D.C., are making concerted efforts to provide students at risk of non-promotion with after-school and summer extended learning opportunities. These programs give children the extra help they need to improve achievement in reading and math so that they not be kept behind.

A recent report by the National Academy of Sciences concludes that many reading disabilities are preventable. Children without literature-rich environments and strong reading instruction are much more likely to show delayed or impeded development of their reading ability. One major recommendation in the report is to increase the opportunities for children to engage in independent reading, an activity well-suited to after-school programs.[115]

- In 1996, more than one-half of the students who attended Chicago's summer program raised their test scores enough to proceed to high school.[116]

- Sixteen percent of children participating in programs supported by the U.S. Department of Agriculture's cooperative extension service assistance avoided being retained in grade.[117]

- According to teachers in Manchester, New Hampshire, several students avoided being retained in grade or placed in special education due to their participation in the Y.O.U. after-school program.[118]

Higher aspirations for the future, including intention to complete high school and to go to college. Caring adults can make a big impression on the way a child thinks about his or her future. By giving children role models and the tools they need to succeed in school, after-school programs can help children realize their full potential. Research shows that appropriate after-school programs for middle school children contribute to increasing rates of

high school graduation.[119] Students who spent as little as one to four hours a week in extracurricular activities were almost 60 *percent less likely to have dropped out of* school by the time they were seniors than their peers who did not participate.[120]

- According to the 1999 Shell Education Survey of high school youth, students in after-school activities are more likely to: make As and Bs, attend a cultural event or visit a museum in the past year, say they love school or like school a lot, put their best effort into their school work, believe being a good student is important, say their school is preparing them well for college, and plan on attending a four-year college or university than all high school students.[121]

- Young men and women who participated in after-school programs for two years or more reported having stronger homes and expectations for their own future.[122]

- Year-long participation in the Quantum Opportunities Program had significant positive effects on economically disadvantaged high school youth. Using a randomized design, this five-year longitudinal study found that program participants showed better high school graduation rates, higher enrollment rates in postsecondary education, lower rates of teen pregnancy, and high levels of community service.[123]

- At Chicago's Midtown Educational Foundation (MEF), 95 percent of the inner-city minority youth who are mentored by an adult graduate from high school, whereas 49 percent of their peers without mentors drop out. Sixty-five percent of mentored students go on to college, compared to 14 percent of unmentored students.[124]

- In a 1989 Lou Harris Poll, 73 percent of students reported having a mentor helped them raise their goals and expectations for the future.[125]

- Ninety percent of students in ASPIRA, a nationwide after-school education and leadership program for Hispanic youth, have continued their education beyond high school, whether in college or in technical training. This percentage far exceeds the national average of 45 percent of Hispanic students pursuing postsecondary education.[126]

- The San Antonio Pre-Freshman Engineering Program (San Antonio PREP) is a summer and after-school program that targets low-income, minority students, helping them develop reasoning and problem-solving skills through mentoring in the fields of math and science. Of the students who participated, 99.9 percent graduated from high school, and 92 percent were either college students or graduates. Eighty percent of college attendees graduated, and 53 percent of college graduates were science or engineering majors.[127]

- High school students who participate in after-school programs are far more positive about school, about their own schoolwork, and their ambitions for college when compared to all high school students.[128]

Supporting Children's Social Development and Their Relationships with Adults and Peers

After-school programs provide opportunities for children to work and play together in a more informal setting than during the regular school day. The increased interaction with peers contributes to the development of social skills. In addition, after-school programs can help to improve children's self-discipline by setting a routine for time spent outside of school and by giving children the opportunity to make choices among various activities. Children also benefit from increased interaction with caring adults, who serve as role models and mentors. Overall, studies have found that the beneficial effects of after-school programs are strongest for low-income children, children in urban or high-crime neighborhoods, younger children, and boys.[129]

Improved behavior in school. Research shows that children who participate in after-school programs may behave better in class, handle conflict more effectively, and cooperate more with authority figures and with their peers.

Fewer behavioral problems. Children who experience positive emotional climates in their after-school programs exhibit fewer behavioral problems at school.[130]

- First-grade boys attending programs in which the staff members behaved positively were rated by school teachers as having fewer problems adjusting to school. When after-school staff members were more positive in behavior and words, first-grade teachers reported boys to have fewer emotional and behavioral problems than when after-school staff were observed to be less positive.[131]
- Teachers reported that third-graders who spent more time than their peers in after-school programs had better work habits, better relationships with their peers, and better emotional adjustment.[132]
- In one study, more than one-third of principals reported that children were showing fewer behavior problems because of their participation in after-school programs.[133]
- In the Manchester, New Hampshire, after-school program, teachers reported that almost one-half of participating students demonstrated fewer behavioral problems.[134]

Handling conflicts better. Children in after-school programs can learn to handle conflicts by talking or negotiating rather than hitting and fighting.[135]

- In Georgia, a majority of parents and children agree that middle school youth learned to handle conflicts better and were getting along better with others since they began attending an after-school program.[136]
- In the New Hampshire program, teachers reported that almost 40 percent of participating students learned to handle conflicts better.[137]

More cooperative with adults and with peers. Children from low-income urban families who attended formal after-school programs or who went home to a parent were less likely to be identified as anti-social or headstrong than unsupervised or informally supervised children.[138]

- In one program in Los Angeles, more than 60 percent of teachers and 85 percent of parents rated children who participated as making some or much improvement in being cooperative with peers.[139]

- Nearly one-half of school principals and one-third of teachers reported in another study that after-school programs caused some children to become more cooperative with adults.[140]

Better social skills. The after-school environment allows children to interact socially in a more relaxed atmosphere than during the regular school day. Children can develop important interpersonal skills during the out-of-school hours as they work on learning activities or join in recreation together. Research indicates that children with the opportunity to make social connections during after-school hours are better adjusted and happier than those who do not.[141]

- In an evaluation of eight sites in the Save the Children Out-of-School Time Rural Initiative, 86 percent of participating youth, ages 12-18, showed improvement in attitude and behavior and 72 percent showed improvement in social skills.[142]

- Eighty-three percent of school-age child care staff in 71 programs said that some children who had been socially rejected by peers learned healthy ways to make new friends because of their participation in an after-school program.[143]

- In a survey of after-school programs in Georgia, approximately 60 percent of students and teachers and more than 80 percent of parents agreed that the after-school program enhanced students' interpersonal skills.[144]

Improved self-confidence through development of caring relationships with adults and peers.
have indicated that the single most important factor in the success of their programs is the relationship between participants and the adults who work with them. Research identifies a common characteristic of resilient children as having stable relationships with one or more caring adults.[145] Children, especially adolescents, say that they want and seek caring adults they can trust, who listen to and respect them.[146]

In one survey, many youths expressed significant interest in spending more time with their parents or guardians and other caring adults. In all, 65 percent of youth say they would like to spend more time with "an adult I can trust and who respects me." The desire to be with parents or guardians and other caring adults is particularly strong among the youngest youths (third grade). Eighty percent of third-graders want to spend more time with a caring adult. These percentages fall to 38 percent and 44 percent respectively by eighth grade.[147]

In addition to interests in building relationships with adults, young men and women express more interest in activities that would enhance their peer relationships. Youth give strong support for more informal programs or places in which their time is not overly structured, where they can stop by, hang out, and be more spontaneous in choosing what they want to do. While youth are most interested in informal activities, many are interested in structured activities as well.[148]

Research also shows that children need four to five hours of discussion weekly with knowledgeable adults or peers to support personal growth and development, a finding which the Boys and Girls Clubs of America have incorporated into the operation of their Educational Enhancement Sites in housing developments.[149]

We need someone to listen to us—really take it in. I don't have anybody to talk to, so when I have a problem inside, I just have to deal with it myself. I wish there would be more adults that ask questions because that shows that they care and want to know more.

—Cindy, 16

- An ethnographic study designed to learn more about those programs that provide the most effective and comfortable learning environment was carried out in 30 regions of the United States and involved more than 120 local organizations. Researchers discovered that within the most popular programs youth were offered enriching learning experiences, relished their active engagement in problem solving, were treated as resources and felt needed, and found opportunities to develop positive relationships with adults and peers.[150] The programming in these communities tended to focus on community service, athletics linked to academics, or the arts.

- High school students in after-school programs also exhibit more positive feelings and attitudes toward the pressures of teen life and are willing to share their talents with the community.[151]

- Campus Partners in Learning (CPIL), a mentoring program for teens and youth, found that youths in grades four to nine who are mentored by a caring adult exhibit improvements in self-esteem, perceived scholastic competence, and satisfaction with social skills.[152]

- One hundred percent of youths participating in the Y.O.U. after-school program in Manchester, New Hampshire, said that the program helps them feel proud of themselves. Youth in the program cited staff as a popular source of advice when they had a problem, second only to family members.[153]

Strengthening Schools, Families, and Communities

"Children and young people have a natural thirst for learning that does not confine itself to the typical school day, week, year—or, for that matter, to the classroom. We must work across agencies and with local organizations to make these learning opportunities available and meaningful."

–Frank O'Bannon, Indiana Governor

Many existing after-school programs arose out of a need and a commitment by schools, families, employers, and community members to provide safe, enriching activities to children when they are not in school. In addressing this need, new family-school-community partnerships have formed in local communities across the country, benefiting all involved, especially the children.

More effective use of funding. After-school programs can help school districts save money over the long term because of

decreased student retention and special education placements. Where there is a decrease in juvenile crime due to a program, communities also save resources.

- Manchester, New Hampshire, saved an estimated $72,692 during a period of three years because students participating in the Y.O.U. after-school program avoided being retained in grade or being placed in special education.[154]

- *ChildCare Action News* recently reported that preventing one youth from becoming a lifelong criminal saves $1.3-$1.5 million. According to the newsletter: "The savings could easily pay for a quality after-school program for 125 children during four years of high school!"[155]

Greater family and community involvement in children's learning and schools. Many after-school programs depend on and draw upon parent and community volunteers. Research shows that when families are involved in schools, students do better. Educators can also expect that when family and community members make an investment, however large or small, in a school-based after-school program, they will tend to be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the school as a whole.

Many recognize "the importance of working with other groups...[because] one group or program cannot be all things to all people," as a Colorado 4-H extension agent said. Sixty percent of extension agents report that they collaborate with other organizations on programs to serve youth at risk.[156]

Increase in capacity to serve children

- Meeting the great demand by families for quality, affordable after-school programs is one of the major goals of the MOST Initiative. Through community collaboration, the Boston MOST Initiative succeeded in subsidizing 754 additional spaces for children in after-school programs and 300 new spaces in before-school programs. Chicago MOST helped the Chicago Park District to add 10 additional spaces for children to each of 40 promising programs, for a total of 400 new slots. And Seattle MOST created 250 new spaces in both after-school and summer programs.[157]

Increase in business support and involvement

- Margy Hernandez, co-owner of La Mexicana, a tortilla factory in Albuquerque, New Mexico, operates a computer-assisted tutoring program for 40 students per day. Hernandez believes her community involvement has helped her business, which has never been robbed or tagged with graffiti. "When you do right by the community and its children, they do right by you," Hernandez said. "I think a lot of people would be shocked by how little things can have such a huge impact."[158]

- In Murfreesboro, Tennessee, schools stay open from 6 a.m. to 7 p.m. for an extended learning program. The City Schools reported increased support from business and industry due, in part, to a schedule for children that better matches the employee workday.

- Through the leadership of the nonprofit organization T.H.I.N.K., Southern California Edison and other corporations have teamed up with two Episcopal

churches and a Catholic church in downtown Santa Ana, California, to provide tutoring, homework help, and mentoring to more than 400 children and teens at the Noah Project Learning Center. Each of the five T.H.I.N.K. Together Learning Centers uses a team of 75-100 volunteer tutors, many of whom are employees of the sponsoring corporations. At the Highland Street Learning Center, almost 50 volunteers signed up before the volunteer drive had even begun.[159]

- In Los Angeles, the 4-H ASAP (After-School Activity Program) serves more than 1,200 youths in 24 sites with the help of an extensive network of community partners. Since 1993, Unocal, a natural gas company, has paid for 11 percent of the annual operating budget of 4-H ASAP in Los Angeles County.[160] In addition, 14 area colleges and universities along with businesses, parents, community volunteers, and federal, state, and local agencies support 4-H ASAP by providing transportation for field trips and special events; career exploration opportunities; management expertise; educational technology; marketing; and public relations. These groups also donated computers and software, supplies for arts and crafts and learning projects, and nutritious snacks.[161]

Increase in parental involvement

- An evaluation of Boys and Girls Club programming in housing projects found that sites with clubs had increased parent involvement in youth activities.[162]

- At the Challenger Boys and Girls Club in South Central Los Angeles, parents agree to volunteer eight hours a month in the after-school program when they enroll their child. Parent volunteers coordinate transportation, assist in administration, chaperone field trips, and help with homework.[163]

- The Y.O.U. program in Manchester, New Hampshire, helps parents gain confidence in their own abilities through volunteering and other means. Ninety-five percent of parents reported that they have learned how to be a better parent by observing staff interact in positive ways with the children.[164]

- The Chicago Lighthouse After-School Program offers programs in some schools to teach parents how to help their children with homework. These efforts have sparked renewed community involvement in the schools and are part of a renewed effort to create community schools.[165]

- I.S. 218 in New York City offers English as a second language classes nightly to more than 350 adults and a Saturday program that draws in 150 adults and 100 children for family activities, such as aerobics, computer lab, and additional English as a second language classes.[166]

Growth in children's personal sense of community

- Teenagers say they feel pride and a sense of accomplishment when they help others, whether they care for the elderly or tutor a younger child.[167] A majority of youth in Georgia's 3:00 Project reported that they enjoyed doing volunteer work, that they planned to volunteer in the future, and that they felt they were making a contribution to the community.[168] Service learning can be an important part of after-school

programs, strengthening the connection between children and the community.

- In a study of three after-school sites in the LA STARS program of 4-H ASAP, researchers found significant improvement in parent-child relationships and community involvement.[169]

Development of community schools. Often, after-school programs involve parents, volunteers, and others in the schools. As they become involved, the schools become a center for the community. There are many models for community schools and many groups involved in their nurturing. These include the Charles Stewart Mott Foundation, the National Center for Community Education, the National Community Education Association, the Children's Aid Society, the National Center for Schools and Communities at Fordham University, the Center for Community Partnerships of the University of Pennsylvania, Beacon schools and their expansion through the DeWitt Wallace-Reader's Digest Fund, United Way's Bridges to Success, Schools of the 21st Century, Missouri's Caring Communities, Communities in Schools, and the Institute for Educational Leadership's Community Schools Coalition. In addition, many states and local school systems have adopted the community schools model.

Replication

The Charles Stewart Mott Foundation, associated with Community Schools for more than 60 years, brings extended learning, recreation, and social activities into school buildings under the auspices of local education systems. It is estimated that 10,000 schools in the country have at one time or another adopted some aspects of this model.[170]

Parent and community involvement

- The West Des Moines Community School District includes parents and community members, teachers, businessmen and -women, and representatives from city government on site-improvement teams that set the direction for each of the district's 15 schools. In addition, a community education advisory council conducts a needs assessment every few years to determine whether facilities and programs offered to all members of the community are still current. Due to the schools' outreach and offerings, 95 percent of parents and community volunteers flow in and out of the schools daily.[171]

- As neighborhood centers, the Beacon schools in New York City, provide services for parents and other adults as well as activities for children and youth. Activities for adults include education, sports, recreation, culturally specific programming, support for parental employment, opportunities to volunteer, intergenerational activities, support for families, and immigrant services. In focus-group discussions with more than 225 parents and other community members, participants described the positive effect of the Beacon schools on their lives and that of their children, as well as on their communities and schools.[172]

Improved student performance

The Children's Aid Society has adopted a settlement house approach to schools in New York City, integrating school restructuring with one-stop social services,

cultural opportunities, and recreational activities. The schools focus intensively on improving educational outcomes for children and youth by offering extended learning programs that complement the regular school day. Evaluation evidence indicates that children in these schools increased their ability to read at grade level (10 percent were reading at grade level in third grade, which increased to 35 percent in fifth grade), and improved their performance in math (37 percent of participating students scored at grade level in 1994, and 51 percent scored at grade level in 1996). Finally, attendance levels at these schools is among the highest in New York City, student behavior problems are low, and parent involvement in high.[173]

"We should help steer at-risk children away from a life of trouble through new partnerships with our communities to provide safer neighborhoods and homes. Let's... provide $20 million in community youth grants for after-school programs for at-risk children. Neighborhood groups can tap into this money to provide programs that keep children away from crime, provide extra help with school, or prepare them for the workforce."

— Tommy Thompson,
Wisconsin Governor,
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Chapter 2
What Works: Components of Exemplary After-School Programs

Risk can be transformed into opportunity for our youth by turning their nonschool hours into the time of their lives.

—A Matter of Time
Carnegie Corporation
December 1992

Quality after-school programs can provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no one single formula for success in after-school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also find that the best programs develop activities to meet the particular needs of the communities they serve.

The types of activities found in a quality after-school program include tutoring and supplementing instruction in basic skills, such as reading, math, and science; drug- and violence-prevention curricula and counseling; youth leadership activities (e.g., Boy Scouts, Girl Scouts, academic clubs); volunteer and community service opportunities; college awareness and preparation; homework assistance centers; courses and enrichment in the arts and culture; computer instruction; language instruction, including English as a second language; employment preparation or training; mentoring; activities linked to law enforcement; and supervised recreation and athletic programs and events.

However, many programs allow children to spend far too much time in passive activities such as television or video viewing. One reason for poor-quality after-school activities may be inadequate facilities. Most after-school programs do not have the use of a library, computers, museum, art room, music room, or game room on a weekly basis. Too many programs do not have access to a playground or park.[1] Other reasons for poor-quality after-school programs include large ratios of children to staff, inadequately trained staff, and high turnover due to poor wages and compensation.[2]

Looking at the big picture of after-school programs—those in schools, those run in the facilities of community-based organizations, or those found in houses of faith—researchers have identified some common characteristics necessary to developing high-quality programs that meet the needs of a diverse population of school-age children.[3]

Common elements of successful after-school programs include:

- Goal setting, strong management, and sustainability
  - Focus on the goals of the program
  - Solid organizational structure
  - Effective management and sustainability
  - Meeting legal requirements
- Quality after-school staffing
  - Role of the program administrator
  - Hiring and retaining qualified staff
  - Professional development for staff
  - Use of volunteers
  - Low staff-to-student ratio
  - Smaller group sizes
- Attention to safety, health, and nutrition issues
  - Creating safe places with adequate space and materials
  - Meeting nutritional needs
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups
  - Steps to building an after-school partnership
  - Using community resources effectively
- Strong involvement of families
  - Involving families and youth in program planning
  - Attending to the needs of working parents
- Enriching learning opportunities
  - Providing engaging opportunities to grow and learn
  - Challenging curriculum in an enriching environment
  - Coordinating learning with the regular school day
  - Linking school day and after-school curriculum
- Linkages between school day and after-school personnel
  - Planning time to maximize children's opportunities
  - Coordinated use of facilities and resources
- Evaluation of program progress and effectiveness
  - Using data for improvement
  - Designing effective evaluations

These characteristics of high-quality after-school programs help ensure children's continued growth, development, and learning throughout the preadolescent and adolescent school years.[4]

Goal Setting, Strong Management, and Sustainability

Community coordination and collaboration are key to running successful after-school programs. Programs need to set and communicate goals from the beginning, develop a solid organizational structure, manage effectively, and plan for long-term sustainability.

Focus on the goals of the program. After-school programs should be clear about their intended goals. Some after-school programs are designed primarily as safe havens, some focus on recreation, and others have a strong academic focus. Leaders, staff, parents, and community members should establish these goals through collaborative decisionmaking. Once the goals have been established, the program should be managed to meet those goals. By

creating an evaluation plan that focuses on the goals, an after-school program can set a course for continuous improvement in which the goals may shift or be refined over time.

Communicating the goals of the program is a primary function of the leaders and staff. The program's goals influence and guide the allocation of funding, the structure and activities of the program, the overall size and staffing, plans for long-term sustainability, and many other factors. In addition, a clear set of goals lets families and community members know what the program offers to children and how they can help.

Solid organizational structure. Organization and management structures vary across after-school programs. The shape of these structures depends on whether the programs are developed by schools or districts, by community-based organizations or other social service providers, or in partnership with several agencies or organizations. Regardless of the sponsoring group or groups, a successful governance structure combines hands-on, site-based management with regular oversight and accountability to all partners. In programs focused on academic enhancement, school personnel and after-school program administrators need a system in place that allows for effective communication, flexibility, and accountability for actions and results.

Strong Resource Management Matters

Ankeny, Iowa, a community of 25,000, maintains programs for 5,000 children K-12 in nine public schools and a community center. One school offers after-school activities, adult education classes, substance abuse counseling, family services, recreation, meeting space for community groups, and a juvenile justice program. Funding for programs comes from a variety of sources, including user fees and registration fees, the parent-teacher association, federal and state grants, local voluntary contributions, city and school funds, and rental fees for private use of facilities.

Effective management and sustainability. Successful programs use annual operating budgets, accurate bookkeeping systems, affordable fee structures, and multiple funding sources, including in-kind support. Program administrators search for funding continuously and creatively, looking to both new sources (e.g., community foundations and groups, such as the United Way, local education funds, and employers) and traditional sources (e.g., federal formula and discretionary programs, state programs, foundations, community agencies, and organizations). In addition, a number of mayors and governors are proposing new funding for after-school programs. At the national level, President Clinton and Vice President Gore proposed and Congress passed $200 million in 1998 and $453 million in 1999 to expand after-school programs through the 21st Century Community Learning Centers.

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Meeting legal requirements. Successful programs develop procedures and policies that protect children and staff by meeting licensing requirements, addressing liability issues, carrying adequate liability insurance, maintaining appropriate records, regularly reviewing health and safety practices, and complying with the Americans with Disabilities Act requirements. Inclusion of children with disabilities is part of a good after-school program.

Serving Kids with Disabilities in After-School Activities

Kids of All Learning Abilities (KOALA), a program of the Greater Boston Association for Retarded Citizens, is funded by the Boston School-Age Child Care Project and the Massachusetts Department of Mental Retardation. The program helps children with disabilities get into after-school and recreational programs. KOALA helps place children in programs and provides support to parents and children during the transition into a new program. KOALA has expanded the number of Boston programs that can serve children with disabilities and, as a result, more children have been placed and served.

Quality After-School Staffing

Staffing arrangements vary according to a program's size, management structure, and goals. But all programs need staff who are qualified and committed, have appropriate experience and realistic expectations, and can interact productively with regular school staff, whether or not the program is school-based. Staff usually include a program administrator, teachers, paraprofessionals, and college students along with parent and community volunteers.

Role of the program administrator. The program director plays an important part in ensuring that the after-school program provides high-quality services that meet the needs of program staff, students, and families. Effective administrators also develop strong relationships with the schools that the participating children attend and with important community partners.

Hiring and retaining qualified staff. Children in school-age programs indicate that warm, caring, and stable adult relationships are important to their success in an after-school program. This is especially critical for children and youth who may not have the support and guidance they need at home. Having a staff with higher levels of education is related to fewer negative interactions between staff and children and greater parental satisfaction. As such, programs should hire skilled and qualified staff who are experienced in working with school-age children on learning, enrichment, and recreational activities.[5]

Programs should also be willing to provide attractive compensation and work scheduling packages to retain quality staff. For example, teachers who are part of an after-school program may participate on the basis of a staggered school day that begins at 11 a.m. and ends at 6 p.m.

Looking at the School Day in a New Way

Five days a week, year-round, nine elementary schools in Mufreesboro, Tennessee, are open from 6 a.m. to 6 p.m. At Cason Lane Academy (grades K-8), each day is divided into three distinct parts: traditional academics such as reading, until 10 a.m.; contemporary education, with small group work, individual instruction, and - music and art classes for every student, 10 a.m. to 3 p.m.; and "increased opportunities," in which parents may choose academics taught by regular Cason Lane teachers, art, recreation, or life skills classes for their children from 3 to 5 p.m.

During the year, 90 percent of Cason's Lane's 950 students participate in the afternoon session at some time. Cason Lane uses flex-time scheduling to make certified teachers available to teach academics after regular school hours. Mid-day assistants, usually college students, relieve teachers and supervise lunch. Ancillary staff, coaches, and music teachers work from 9:30 a.m. to 5 p.m.

Professional development for staff. In order to sustain a quality program, staff should be provided with training and learning opportunities to prevent high rates of turnover. Staff training often includes how to work with children, how to negotiate, and how to adapt to the needs of children of different ages, races, or cultures and children with disabilities. Training can also give employees ideas for enrichment and hands-on activities, greater expertise in academic subject matter, knowledge in assessing student progress, and strategies for the different program components of academics, enrichment, and recreation. Training is critical to retention of quality staff members and volunteers.

Use of volunteers. Most after-school programs welcome volunteers. Volunteers can include parents, grandparents, caring senior citizens, federal work-study college students, or national service (e.g., AmeriCorp, VISTA, Foster Grandparents) personnel. Their use can dramatically reduce the price of a program while reducing the staff-to-child ratio and creating a community of learners. Volunteers should have meaningful experiences that build of their skill levels and interests. As with the regular after-school employees, volunteers should be oriented to working with children and youth before entering the program and given the opportunity to participate in staff development.

Low staff-to-student ratio. For true student enrichment, the staff-to-student ratio should be low, especially when tutoring or mentoring. Staff-child ratios vary according to the ages and abilities of children. Usually, the ratio is between 1:10 and 1:15 for groups of children age six and older. Larger staff-child ratios (greater than 1:13) are associated with more time waiting in line and with staff exhibiting poorer behavior management skills.[6]

Community Assessment Leads to After-School Program

Results from a 1990 survey by the American Association of University Women led to the development of the Before- and After-School Explorers (B.A.S.E.) Program in Lansdale, Pennsylvania. Since 1991, the school-based program has more than doubled in size, yet it still maintains a desirable 1:12 teacher-student ratio.

Smaller group sizes. Group size also matters when undertaking learning and enrichment activities, depending on the type and complexity of the activity. Group size should not exceed 30 in any case. By limiting group sizes, children have more positive interactions with staff members and other children. Programs in which children are in groups that exceed 30 tend to lose their learning function. Ratios and group sizes should be kept small when students are learning a new or difficult skill. This is also true for activities involving equipment that could be dangerous if children are not supervised properly.[7]

Attention to Safety, Health, and Nutrition Issues

Creating safe places with adequate space and materials. Programs should be safe, close to home, and accessible to all children and youth who want to participate. They should have adequate space for a variety of indoor and outdoor activities and age ranges, and age-appropriate materials for enhancing learning opportunities. Safe transit can be provided through such methods as staff escorts and crossing guards.

Safe Places Cut Crime

To create safe places for kids, Baltimore's Police Athletic League (PAL) opened up after-school activity centers in the city's fledgling recreation centers from 2 to 10 p.m. Today there are more than 27 centers that serve as safe places for neighborhood kids. Crime involving youngsters has dropped markedly in neighborhoods where the centers are located. The PAL center becomes an anchor in the community and makes the entire community safer.

Safe, Drug-Free Havens

The Beacon Schools Initiative was formed based on recommendations of a task force charged with developing an anti-drug strategy for New York City. To create safe, drug-free havens for children, youth, and families, Beacon schools are required to be open at least 42 hours a week, six days a week, and year-around, including summers and holidays. Typically, Beacon schools are open from 3 - 10 p.m. everyday, including Saturdays. Participant enrollment at the Beacon schools averages 1,700 student participants, plus community residents. Beacon schools offer such activities as sports and recreation, arts and culture, educational opportunities, vocational training, health education, and the opportunity for community meetings, substance abuse prevention education, and neighborhood social activities. The New York City Department of Youth and Community Development funds the program. Each Beacon school receives $400,000 annually, along with $50,000 for custodial services. Several private foundations also provide funds to enhance the Beacon schools' programming.

Safe Havens for Enrichment and Recreation

By employing teachers and other staff, LA's BEST (Better Educated Students for Tomorrow) provides 10,000 students in 62 schools across the city with academic tutoring and instruction, a safe haven for enrichment and recreation, and an opportunity to develop self-discipline, self-confidence, and interpersonal skills. Through a partnership of the Los Angeles Unified School District, the City of Los Angeles, California Department of Education, and private sector companies, the program runs until 6 p.m. after school, Monday to Friday, serving children in neighborhoods vulnerable to gangs, crime, and drugs.

The program includes homework assistance and learning activities, clubs ranging from computers to cooking, organized sports, field trips, and the arts. Diverse and creative enrichment activities involve children in dance, music, science, and art. A significant number of parents and volunteers participate in LA's BEST programs on-site and in regional and citywide activities.

Independent evaluations have shown that children who participate in LA's BEST get better grades, have greater enthusiasm for regular school and show positive changes in behavior. Schools running an LA's BEST program have shown a reduction in reports of school-based crime.

Meeting nutritional needs. Good after-school programs provide a nutritious snack and other meals when appropriate, for relaxation and socializing and to promote sound nutrition for participants. Federal food and nutrition programs offered by the U.S. Department of Agriculture are available to school- and community-based programs to help meet the nutritional needs of students.

U.S. Department of Agriculture Food and Nutrition Program

The U.S. Department of Agriculture's (USDA) Food and Nutrition Service sponsors a number of food programs aimed at improving nutrition for the nation's students. Services that can be used in before- and after-school and extended-learning programs include the National School Lunch Program, the School Breakfast Program, the Summer Food Service Program, the Child and Adult Care Food Program, and the Special Milk Program. For more information, call 703-305-2286 or find program fact sheets on the USDA Web site at http://www.usda.gov/fcs.

Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups

Running quality after-school programs with activities such as tutoring in reading, arts and music classes, conflict resolution, mentoring to prepare students for college or careers, homework help, computer classes, organized sports, and drug-prevention classes requires solid support from parents, educators, and community residents. Successful programs also have support from law enforcement agencies, service providers, community-based and civic organizations (e.g., the United Way, YWCAs or YMCAs, Girl Scouts, Boy Scouts, Junior Achievement, Boys and Girls Clubs), colleges, employers, arts and cultural

institutions, museums, park and recreation services, and public officials. Effective programs draw on all of the community's diverse resources, including the participation of children and youth in program planning, in order to best address the concerns of an entire community.

Steps to building an after-school partnership. Collaboration often requires changes in traditional roles, responsibilities, expectations, relationships, and schedules. These changes can frustrate even the best of efforts if the men and women who run the new program do not share common goals, a vision for what the after-school program can accomplish, and an understanding of the populations the program will target. The program's leaders must also agree on the strategies to be used. Schools, parents, after-school staff members, and community leaders can take several steps to ensure the success of an after-school program.[8] They must:

- **Build consensus and partnerships** among key stakeholders to convey the importance of the after-school or summer program and involve them in its planning.
- **Assess school and community needs and resources** to operate before- and after-school programs.
- **Design a program** that provides learning opportunities for both children and families within the school and the community at large.
- **Address logistical issues**, including the use and maintenance of facilities, legal and liability concerns, and institutional policies.
- ***Obtain qualified employees and volunteers*** and clearly define their roles and responsibilities.

After-School Includes the Entire Neighborhood

The Chicago YouthNet Program is a network of youth development sites located in 20 of the city's 25 police districts, and is funded by City of Chicago corporate funds. The program includes activities such as educational enhancement, support services, and recreational, cultural, and community activities including newly expanded job readiness and family counseling programs. The program uses the community resources of the local police district, local public schools and parks, neighborhood-based service providers, and community and religious organizations to provide a comprehensive joint venture program.

Public-Private Partnerships

The After-School Corporation (TASC) in partnership with the City of New York, New York State, and the New York Board of Education is currently providing after-school funding to 100 sites located in schools in New York City and nine sites in upstate New York and Long Island. As of February 2000, TASC funded programs are serving more than 25,000 school children. The program is open from 3 to 6 p.m. every day and available to children enrolled in that public school. Activities include: arts enrichment, recreation, literacy and language arts, sports, cultural awareness, technology literacy, mathematics and science, community service, career preparation, and college preparation.

TASC provides funding to community-based organizations that manage and staff projects at each school site.

Using community resources effectively. Effective collaboration between the after-school program and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after-school learning, enrichment, and recreation. Communities can provide a wide range of resources for developing high-quality programs, such as funding, facilities, materials, expertise, job observation experiences, mentors, tutors, and community service and learning experiences. Advisory boards help maintain strong links among the community, families, community-based organizations, religious organizations, employers, and the school system and best use a community's various resources. These boards can help the community conduct an inventory of existing after-school resources, such as opportunities at Boys and Girls Clubs or local churches and identify the needs of students in a neighborhood.

The role of the school. Although the degree to which a school participates in creating a successful after-school program can differ from community to community, the role of the school should be one of a community ambassador and an advocate of quality after-school programs. An effective school is a leader in establishing communication, cooperation, collaboration, and participation among families, school day and after-school staff in an effort to improve learning opportunities for children. Communities often look to the schools to provide after-school programs. Schools can provide space, accessibility, transportation, staff, management, and other resources for after-school programs.[9]

The role of law enforcement officials. Law enforcement officials are supporting after-school programs as ways to prevent crime. Nine out of 10 police chiefs agree that "if America doesn't pay for greater investments in programs to help children and youth now, we will all pay far more later in crime, welfare, and other costs." Indeed, when asked to pick the strategy that would be "most effective" in the long term in reducing crime and violence, the chiefs chose "increasing investment in programs that help all children and youth get a good start" nearly four to one before "trying more juveniles as adults" or even "hiring additional police officers." Following up on their beliefs, police officers and other law enforcement officials are collaborating with community groups, sponsoring after-school programs for children and youth, and serving as role models and mentors in the programs that are available.[10]

We can make ourselves and our children safer by investing in child care and after-school programs for America's most vulnerable kids, instead of waiting to spend far more—in money and lives—on those who become America's 'Most Wanted' adults.

—R. Gil Kerlikowske
Buffalo Police Commissioner
President, Police Executive Research Forum

Strong Involvement of Families

Research during the past 30 years has shown the difference that family involvement makes in children's learning and chances for success. Family involvement in after-school programs is just as important. The success of an after-school program depends on the involvement of both families and the community.

Involving families and youth in program planning. Programs designed to include families and children in the planning draw greater support from participants and their families and from the community at large. When programs incorporate the ideas of parents and their participating children, activities tend to be more fun and culturally relevant and tend to capture children's and adolescents' interests better. Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent-advisory committees, and in a wide range of adult learning opportunities, such as parenting, computer, and English as a second language classes.

Parents Help Plan After-School Activities

The Master Program in Montgomery, Texas, offers elementary students (K-6) the opportunity to experience a variety of educational and recreational activities after school. A committee of 30 parents works with the school's administration to oversee program operations and makes decisions on class offerings. This committee serves as a liaison between parents and the school administration, encouraging positive communication as well. During the past year, many more parents have become involved in the program, both on the parent committee and as volunteers in the after-school program activities.

Attending to the needs of working parents. Good programs are aware that their customers are not only the children they serve but their families as well. These programs are designed with sensitivity to the schedules and requirements of working parents. Successful programs also find creative ways to keep parents informed of the daily activities, schedules, progress, and accomplishments of their children, and other helpful family resources information. A parent information center, a family Web site, newsletters, information flyers, or a once-a-month family night provide varying degrees of family engagement opportunities.

Accommodating family schedules
In addition to the after-school hours, activities are also scheduled during the morning hours before school when many parents are either commuting to work or already there. Learning, enrichment, and recreational activities are developed for program operation during school holidays and summer breaks as well as for the

children of working parents and others after the regular school day.

Making after-school programs affordable
Cost is an important factor for working families. Good after-school programs are cost effective and make accommodations for families enrolling more than one child. Serving siblings of different ages is critical, whether in the same after-school program or in linked, age-specific programs. Siblings do not need to be served by the same program, but programs should work together to serve all children in a family in a convenient and cost-effective manner.

Tending to transportation
In addition to addressing scheduling and cost issues, programs can help meet family needs by providing transportation to and from the before- and after-school programs. While transportation is a major cost for an after-school program, it is a critical safety and logistical concern for families.

Anti-Drug Tax Provides Free After-School Transportation for Kids

The citizens of Jackson County, Missouri, voted for a quarter-of-a-cent tax increase three years ago to combat drug trafficking and abuse by placing more law enforcement officials on the street and providing prevention and treatment dollars to social services agencies. Bridger Eighth Grade Center in Independence received a grant from the Jackson County Community Anti-Drug Tax (COMBAT) Commission to fund transportation costs for students returning home in the evenings from its after-school program, which the commission considers a drug prevention effort. The regular school bus leaves at 3 p.m. and a late bus runs every day at 4:45 p.m.

Enriching Learning Opportunities

After-school programming reflects a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day. By providing structured enriching learning opportunities, after-school programs can be an important resource for improving children's academic performance, as well as their social, emotional, and physical development needs. Instructional practices can be used to actively engage students' attention and commitment. In addition, enrichment opportunities not found during the regular school day—such as art, music, and drama—can be offered to complement the regular school day program.

Providing engaging opportunities to grow and learn. A wide variety of enriching and engaging activities can be offered in after-school programs to make learning fun and to provide recreation. Quality programs give children the opportunity to follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways, such as through sight, sound, or movement. Children in these programs are encouraged to try new activities, think for themselves, ask questions, and test out new ideas. Quality programming reflects the needs, interests, and abilities of children, recognizing that they change as children grow older.

Developing and Implementing an After-School Enrichment Curriculum

FOUNDATIONS Inc., a nonprofit organization in New Jersey, provides enrichment programs, supportive services, and assistance to children in grades K-12 by operating an extended school day program within school buildings. Using literature-based curriculum manuals, students in grades K-6 in FOUNDATIONS' programs participate in activities focused on five themes: All About Me—exploring conflict resolution skills and understanding of oneself; Our Global Festival—understanding the culture, history, and traditions of others; On the Creative Express—including the creative and performing arts as activities; TechQuest—teaching transferable skills based on student needs and teacher training and Action Earth—exploring local as well as national events and issues. Children participate in individual and small and large group activities; indoor and outdoor activities; and quiet and active play, all of which carry out these themes.

Challenging curriculum in an enriching environment. Successful programs make the extended-time curriculum challenging but not overwhelming. According to research, a challenging curriculum accommodates individual student needs, coordinates with in-school instruction, and focuses on more than remedial work.[11] It also combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects. Art, music, reading for pleasure, youth leadership development, and participation in community activities are also part of successful programs. Research suggests that combining these approaches helps students acquire a set of skills useful in school and in life.

Coordinating learning with the regular school day. Good extended-learning programs provide a continuity of learning experiences for students after school through coordination with the regular school day and communication with the classroom teachers and staff of the school or schools attended by children in after-school programs. Creating continuity in learning requires meaningful collaborations between school-day and after-school staff in designing high quality learning opportunities throughout the day. In some after-school programs school-day teachers and after-school staff work together to establish clear goals and outcomes for individual children.

Linking school day and after-school curriculum. Quality after-school curricula integrate learning and enrichment through clear cycles of assessment and evaluation that meet students' needs. As education improvement strategies focus on achieving higher standards and better student performance, it is likely that local communities will choose to make after-school programs more relevant to the regular school day and collaborate with school day staff to ensure continuity in learning and enrichment.[12] Some after-school programs have used interdisciplinary and thematic group projects that integrate and reinforce concepts children learn in school. For example, students studying multiplication in their math class might practice the multiplication tables through tap in a dance class or students studying cloud formations in their science class might take the opportunity to draw cumulus, cirrus, and stratus clouds in their after-school art class.

Linking School Day and After-School Curriculum

At the 21st Century Community Learning Center in Seneca, Missouri, the after-school curriculum is tied to the state's learning standards and objectives. Providers in this community recognize that making learning relevant and meaningful is key. During the first year, after-school providers offered activities that school day staff aligned with state goals and incorporated additional learning opportunities in the classroom. Based on last year's findings, this year staff expect to tie standards and learning together even more. Teachers plan to link state learning standards to school day curriculum and coordinate with after-school providers to build an integrated school day and after-school curriculum to reach specific goals. For example, second-graders are required to understand symmetry. The after-school program will include a workshop on the Shawnee language, customs, and arrowhead-making taught by a tribal chief. The school day curriculum will include a physics lesson on why arrowheads need to be symmetrical in order to fly. The program is also developing a tracking system that will allow them to enter and track activities, skills acquired, state goals, and different aspects of children's achievement. Although it is too soon to point out specific academic benefits among students, staff believe that the district will find that standardized test scores measuring concepts being taught, have risen for children attending the after-school program.

"[LA's BEST] isn't baby-sitting. This gives children a chance to experience culture and learning while improving themselves."

— Site coordinator
LA's BEST after-school program

Linkages Between School-Day and After-School Personnel

Quality programs support and coordinate their activities with the school in a way that supports true partnership. In those after-school programs physically housed in school buildings, there is the opportunity to link together school day and after-school personnel and resources through activities that focus on the well-being and growth of participants. Quality programs have:

Planning time to maximize children's opportunities. Time is provided for school day and after-school staff to establish and maintain relationships of mutual respect and understanding. Regular meetings with school day teachers and the after-school or summer-time staff allows time to confer on the social and academic status of participating children, write protocol for sharing space and resources, develop shared policy and procedures for supervision and transportation, design new curriculum, create a welcoming environment for parent and community volunteers, and make arrangements for the use of facilities and materials, such as computer labs and recreational equipment. In some school-based programs, the after-school staff attend faculty meetings with the regular school day staff and share teacher work areas or have permanent office space in schools. Some after-school programs have systematically linked school day and after-school

curriculum. For example, a science lesson during the school day may be followed by a visit to a pond for hands-on learning during the after-school program.

Using Daily Planners for Communication

At the Watauga County Schools, 21st Century Community Learning Center program in Boone, North Carolina, students use daily planners as a tool for keeping track of homework, goal setting, prioritizing, and time management. The planner is also used as a log for all after-school and community activities, a tool for monitoring progress, and for accumulating points for participation in special activities (e.g. caving and climbing trips etc.). Teachers and parents rely on the planner as a way to foster communication between the classroom teacher, the after-school program, the students, and parents about homework, academic progress, and other activities. Teachers and staff expect students to use the planners, and students are given credit for proper use of the planners.

Communication Made Simple

At the Alliance for Rural Kids (ARK), 21st Century Community Learning Center in McCormick, South Carolina, teachers and coordinators meet once a week for planning and sharing information about student participants. Teachers and after-school staff complete a communication form every two weeks to share with the students. Information on the one-page form consists of school attendance, current progress in academics, and a discipline and behavior report. Teachers and after-school providers talk about the information on the communication form during their weekly meetings and meet with individual students to discuss areas that need attention and praise students for their progress. A carbon copy is also sent home to the parents.

Communication Between Regular School and Extended-Day Personnel

Teachers and after-school staff at P.S. 5, an elementary school in the Washington Heights section of Manhattan, make daily communication about children's academic progress a priority. Children's Aid Society staff members helped to develop a formal notification system in which teachers would send homework slips to the after-school staff; however, this system was never implemented because teachers and after-school staff already communicated effectively through more informal means. Sixty percent of the after-school staff are school-day teachers. The P.S. 5 school-day and after-school staff plan ahead and work together in a flexible way that works. The Children's Aid Society focuses on lengthening the day rather than adding a whole new component in the form of an after-school program.

Coordinated use of facilities and resources. The most common complaint voiced in after-school programs is the lack of connection and coordination between the school and after-school staff regarding the use of facilities and equipment. These logistical problems are often more severe when the after-school program depends on resources brought together by partnerships between schools and other agencies or organizations. Typical problems include using classrooms and other school facilities and equipment (such as sports equipment and computers), providing transportation, and hiring staff. Communication and planning can prevent potential problems and misunderstandings about use of space and resources.

The National PTA believes that child care programs and facilities are important in addressing the education, nutritional, recreational, developmental, and safety needs of school-age and preschool children. The PTA encourages the effective use of existing facilities, such as public schools, for child care programs during nonschool hours and days.

—National PTA Policy Statement

Evaluation of Program Progress and Effectiveness

After-school programs are, by nature, varied and complex, and no matter how well designed, programs must also take experience into account. Effective after-school programs have a continuous evaluation component built into the design so that program planners can objectively gauge their success based on the clear goals set for the program. For example, programs specifically designed to provide safe places for children need to monitor indicators associated with safety, such as drug use and victimization, but these programs may not assess academic achievement. On the other hand, programs with a strong academic component will want to assess student progress in the after-school and regular school program.

Using data for improvement. A system of accountability and continuous evaluation supports program improvement. It is important to set clear goals for the program against which leaders, staff, and families can monitor the progress of the program and participating students. Depending on the focus of the program and its goals, data may include students' academic performance; results of surveys and focus groups of children, families, staff, and volunteers; neighborhood and school crime statistics; school attendance records; and other information. Based on this information, leaders, staff, families, and community partners can gather periodically to discuss the progress and success of the program, which will help the program with important decisions about design and funding.

Continuous monitoring and a shared understanding of the program's goals help leaders and staff maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes. By using evaluation data, a program's director can assess whether its key features are working as intended and run the program better than before. Data also can help form rationales for the program's effects on children's learning and the need for collaboration as well as guidance for management.

Evaluation Aids Continuous Improvement

Sano y Salvo (Project Safe and Sound), the 21st Century Community Learning Center in Tucson, Arizona, has a committee at each middle school composed of administrators, teachers, parents, and community members who work together to design the program and align after-school activities with the school's core curriculum. They are also using a program improvement and evaluation model. Building off a sophisticated data collection and entry system of the Tucson Unified School District, staff have designed instruments and templates, scanable surveys, and a continuous evaluation system for program level data. Data are available to give them the ability to make timely changes and adjustments to programming and measure desired results.

In South Carolina, staff members at sites in the Save the Children Out-of-School Time Rural Initiative discovered how useful evaluation data are to planning and improving their programs. One director said the evaluation process helps in "focusing on working on the small first" instead of trying to solve overarching problems with a single solution. The director of St. Ann's Catholic Outreach Center said that evaluation and training showed her how to set priorities for improvement of the sisters' program in Kingstree, South Carolina.

Designing effective evaluations. Programs should be regularly evaluated through the use of both self-assessment and outside assessment efforts that incorporate multiple measures of success that reflect program goals. The best evaluations employ well-designed, quantitative studies that include a control or comparison group of similar students who have not participated in the program. Finally, the evaluation will be most valuable if it is based on the specific goals of the after-school program and focused on measuring the program's progress toward and success in meeting those goals. Continuous improvement evaluations will be important in shaping, defining, and delivering curriculum that complements the school day and meets childrens' needs.

Continuous Program Improvement, Evaluation, and Curriculum Design

The Boston 2:00 to 6:00 After-school Project, with its partners, have designed a series of activity modules, in partnership with the city's museums and the public schools, which further the state's learning standards in reading, math, and science in pursuit of desired results in program quality and child outcomes. They are also working toward a program improvement and evaluation system that will include training, technical assistance, and rigorous evaluation. Boston, under the leadership of Mayor Thomas M. Menino, is one of the first cities to try and intentionally meld an after-school curriculum with the academic standards set in Massachusetts to provide seamless learning from the regular school day to the after-school program.

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Chapter 3
Communities Meeting the Need for After-School Activities

The following after-school programs incorporate many of the components of effective programs discussed in the previous chapter. They are examples of how local communities across the country are meeting the need for safe and smart after-school activities that serve young people of all ages. These examples are by no means exhaustive; they are intended to illustrate the kinds of after-school programs that are working in schools and communities. The contact listed with each example has agreed to provide more information upon request.

As the number of after-school programs continues to grow, more and more programs are intentionally linking regular school day learning with the after-school experience. Examples of linkages include integrating curriculum, sharing information about homework assignments and individual children, staffing programs with school day teachers and community-based providers, and holding special events specifically for building relationships between school day and after-school staff. By addressing the needs of and tapping resources within local communities, practices like these are providing broad learning and enrichment opportunities to children in safe and drug-free environments.

Alum Rock Union Elementary School District
21st Century Community Learning Center (CLC)
San Jose, California
Contact: Frank Castilla, 408-924-2571

The CLC program was developed to provide learning opportunities for middle school students to develop self-esteem through academic achievement. Through a collaboration between Alum Rock School District, San Jose State University, and San Jose Museum of Art, students participate in academic, enrichment, and motivational opportunities. The program specifically targets children who demonstrate a need for additional academic help. English is the second language of many participants. In addition to the CLC program, a district-wide after-school program is available to students.

The CLC program is in three middle schools (Sheppard, Ocala, and Pala) and available at each from Monday through Thursday from 2:30 p.m. until 5:00 p.m. During that time, students participate in mathematics and language arts instruction and tutoring from a highly trained staff. In addition students participate in technology activities, group-problem-solving activities, and a community-based arts program provided by the San Jose Museum of Art. At two of the three sites, the program also includes a close connection to the regular academic day through a sixth period CLC class.

Each of the three centers is has a highly trained staff consisting of a site coordinator who is a certified teacher, two other certified teachers, a lead intern who is a San Jose State University student, and a tutorial staff of four to six interns who are high school and college students. All staff participate in an extensive training program provided by the Collaborative Training Institute (CTI), which operates out of the San Jose State University Pre-College Programs office. The CTI is certified by the College Reading and Learning Association's International Tutor Training Certification Program. Staff attend 100 hours of training a year.

Although it is too early to determine the effect of the program on students, certain indicators of success have been identified by this CLC program and include significant gains made in math and language arts achievement, increased enrollment in algebra and geometry upon entering the ninth grade, increased use of expanded library hours, and demonstrated improved study skills.

Boys and Girls Club of Tahlequah, Inc.
Tahlequah, Oklahoma
Contact: Bertha Alsenay, 918-456-6888

The mission of the Boys and Girls Club ("The Club") in rural Tahlequah, Oklahoma, is to help young people acquire the attitudes, behaviors, and skills necessary to succeed as adults. To this end, The Club promotes health, social skills, education, character, and leadership development for children. During the school year, The Club operates after-school programs at two Tahlequah elementary schools and a junior high school from the end of the school day until 6:00 p.m., Monday through Thursday. In addition, one night a week is family night where parents can work with their children on the computers. Every day approximately 350 children receive a snack, participate in homework and tutorial assistance, and then have a choice of recreational activities, computer club, or other special activities, including field trips and guest speakers on a variety of topics such as drug abuse, culture, academia, and law enforcement. The after-school and summer programs are staffed by certified teachers, coordinators, college students who are education majors, and volunteer high school students.

During the eight-week, full-day summer program, over 550 youth ages 10-15 arrive at 9:00 a.m. at Northeastern State University for the organized sports program. In the afternoon, they participate in a wide variety of activities run by The Club that include "Smart Moves," an alcohol prevention program, computer reading labs, environmental education classes, cultural arts and crafts, golfing, field trips, nature walks, math, reading, science, enrichment courses and sports activities ranging from basketball and volleyball to swimming. Opportunities for children and youth to lead are woven throughout all the programs.

The most startling "before and after" comparison has been the almost immediate, visible improvement in both academic performance and social skills. According to Billie Jordan, principal of Central Elementary School, "Teachers have reported that members have improved attitudes toward school because their improved grades led to improved self-esteem."

Boys Harbor: The Harbor for Boys and Girls
East Harlem, New York
Contact: Gloria Schwartz, 212-427-2244 ext 515

The Harbor is an urban community-based program located in East Harlem. It was founded in 1937 as a summer camp for disadvantaged youth. Now it is a multifaceted, education-oriented agency that offers over 4,000 children ages 5-21 a range of services that combines recreation, education, and guidance through holistic programming. The after-school component runs 3-6 p.m. every weekday and all day on school holidays and summer for elementary and junior high youth and serves on average 400 children and youths. The program focuses on supporting and reinforcing academic skills introduced in school, developing debating and critical thinking skills, conflict resolution, and continued support in the process of preparing for the future. Activities include explorations in science and the arts, sports, foreign languages, photography, filmmaking, computer workshops, ceramics, and cooking and nutrition.

One of the keys to sustaining the Harbor has been ongoing staff development and support. In the last five years, a full-time literacy specialist and resource development specialist were hired to help teaching staff develop thematic plans for encouraging and incorporating developmentally appropriate literacy practices into the various after-school activities. Students are often engaged in summer or school-year-long literacy projects, researching and learning such topics as world leaders, themes of the 20th century, and famous authors. Students choose to use forms such as art, poetry, videos, and plays to present their learnings to other students at the Harbor. In addition, a literacy clinic is available to students through referrals and ongoing formal and informal assessments by staff and teachers at the schools. The staff at the Harbor maintains regular contact with the schools through teachers and parents.

Community Collaboration for Education Enrichment (CCEE)
YMCA of San Antonio & The Hill Country, Hawthorne Elementary School
San Antonio, Texas
Contact: Sally Luedke, 210-246-9622

The CCEE model blends the resources, expertise, and services of the YMCA, numerous local youth service agencies, the public schools, and the community to deliver services to at-risk youth and their families. The YMCA, the local school districts, the City of San Antonio, the Texas Education Agency, numerous local foundations, and federal funding come together to support and maintain services. CCEE is in 17 school districts in San Antonio. CCEE is based on the philosophy that the neighborhood school is the focal point of the community, reflecting the community's values and answering its needs. Program services are based on consultation with school faculty, collaborative partners, students, parents, and community leaders. Current services include: child care for pre-k and school-age children, care for infants and toddlers of teenage parents/students, tutoring, mentoring, youth service learning, youth and government, youth employment readiness, experiential education, academic enrichment and support services, fine arts, outdoor education, youth sports, intergenerational

activities, and family/community involvement programs.

At the Hawthorne Elementary School Campus, YMCA collaboration with the community has been key to the success of the program. The staff nurtures and maintains partnerships with corporations, neighborhood businesses, universities, and human service agencies in delivering services to children and their families. With a permanent office within the school building, the program is staffed by a YMCA program director, aides, support staff, interns, parents, and volunteers. YMCA staff members attend school-day staff meetings to coordinate curriculum and activities. The collaboration between school-day and YMCA staff has created a seamless system where activities throughout the day adhere to a core knowledge curriculum designed by Trinity University.

The Campus YMCA is one of several strategic school improvement initiatives underway at Hawthorne. Together, as a coordinated effort, these initiatives have significantly improved attendance, attitude, and academic achievement. Attendance has improved from 63rd in the San Antonio Independent School District to 12th among elementary schools. Parent and community involvement has improved dramatically. The physical, emotional, and spiritual health of students in the program shows excellent progress, and student achievement has improved significantly as have standardized test scores.

Hamilton County Board of Education, 21st CCLC
Lights On!
Chattanooga, Tennessee
Contact: Anne McGintis, 423-209-8595

Through 25-member task forces created for each school and consisting of parents, neighborhood representatives, bankers, politicians, business people, ministers, and other community leaders, The Hamilton County Board of Education established 21st Century Community Learning Centers at three elementary and two middle schools. Approximately 500 children participate in enriching learning opportunities provided by parents who are involved as volunteers and a network of creative partnerships (YMCA, Girls Inc., Ballet Tennessee, University of Tennessee at Chattanooga, Chattanooga State University, Multiple Museums, The Hamilton County Health Department). Together, these partners help the community strengthen families, improve parents' capacity to earn income, demonstrate the value of education to children, provide a safe haven for children, and guide the healthy development of children.

The centers operate after school and during summers with several providing before-school programs as well. Each center offers homework assistance and tutoring, recreation and athletics, art and music programs, and cultural outings for children. Students take math and language arts, and then select from electives such as art, ballet, drama, foreign language, computers, guidance counseling, youth leadership, and cooking. The YMCA provides a wellness program that includes activities such as kickboxing, aerobics, spinning, weightlifting, volleyball, swimming, and walking. Lights On! staff members have

found that linking actual life experiences to a lesson learned during the school day is an effective way to keep children engaged and enthused about learning, and feeling good about themselves. In addition, parenting programs, job placement and job skill services, English as a second language (ESL) courses, health awareness, and adult basic education services are available to adults. As part of the health awareness program, The Hamilton County Health Department also provides health risk assessments to parents and families.

According to Anne McGintis, the school district's coordinator for parent, school, and community involvement and Lights On! project director, "Kids in Lights On! are missing fewer days of school. They fight less. They're excited about learning. Education is key to breaking the cycle of poverty, and we think we're making progress. The community is collaborating with us."

Lake County Teen Connection
After-School Program, 21st CCLC
Upper Lake, California
Contact: Shannon Smith, 707-279-0880

As a result of a 21st CCLC grant, five after-school programs in rural Lake County have been in operation since 1998. Middle school students around the county participate in enriching learning opportunities from the moment the school day is over until 6:00 p.m., Monday through Thursday. Each site is staffed by two core staff members plus two high school students who serve as tutors. Each program begins the afternoon with an hour of homework completion and academic skill building, followed by an enrichment hour offering a broad range of learning opportunities structured as 6- to 10-week club sessions. Examples of clubs include cooking, photography, science, crafts, and clay. Once a week, the life skills instructor spends time with students on topics such as peer relationships, team building, hygiene, finances, and health and nutrition. On Thursday of each week, students work on their community service projects such as coat drives, campus clean-ups, participating in community events, and visits to retirement homes. The last hour of the program is recreational where students have the opportunity to hang out with friends or participate in structured activities, or spend time outdoors as weather permits. One night a week is teen activity night when the gyms are open for structured activities for all children. During the summer, a six-week recreational after-school program is offered in conjunction with the summer school.

After the first year of operation, evaluation results indicated an increase in overall student grade averages, and decreases in disciplinary referrals, detentions and suspensions of students in the program. Staff report that students are turning homework in on a regular basis, making new friends, and having fun. Staff also report that school-day teachers are more and more supportive and many are interested in donating time or become involved in the program as tutors or advisors.

Leadership, Education and Athletics in Partnership (LEAP)
New Haven, Connecticut
Contact: Karen Weis, 203-773-0770

LEAP is a year-around academic and social enrichment program for nearly 1,200 urban children ages 7-14 in five cities in Connecticut: New Haven, Hartford, New London, Waterbury, and Bridgeport. LEAP is specifically designed to improve the academic and social circumstances of children ages 7-14, as well as of the teens and young adults ages 16-25 who serve as counselors and are intensively trained as mentors and tutors. As part of LEAP's multitiered mentoring system, the counselors are themselves mentored to improve their academic performance, graduate from high school and attend college. LEAP is one of the largest youth employers in Connecticut, has one of the most extensive community-based computer learning centers, and has developed age-specific curriculum guides.

During the school year, after-school programs run from 3 to 6:30 p.m., Monday-Thursday, with Friday as full-day staff development days. Programs are both school and community based. A typical afternoon during the academic year begins with homework club, which maintains a ratio of four children per counselor. This is followed by DEAR (Drop Everything and Read) Time where counselors plan activities to engage children in reading for enjoyment and enrichment. During the last two hours of the program, eight children and two counselors rotate through a schedule of weekly activities that include educational activities (for example, read-alouds and journal writing), resource activities (for example, workshops at museums, science and art centers) and site-based initiatives (for example, arts and crafts, athletics, leadership, personal exploration).

Each summer, college student counselors move into children's communities and offer around-the-clock presence in children's home environments. The summer program runs from 9 to 6 p.m. daily and includes breakfast, lunch, a morning meeting, a reading-based curriculum, recreation and time to hang out, and resource activities. Children often return to counselors' apartments at night for movies, sleepovers, games, and other activities. During the summer, weeklong educational field trips take students to cities such as Boston, New York, Philadelphia, Washington, D.C., Toronto, and Baltimore.

Evaluation results indicate that children who participate in LEAP improve their social, motivational, and behavioral skills, and maintain academic proficiency over the summer. Also, LEAP has generated parent support and involvement in their children's education and graduated 100 percent of inner-city high school student mentors.

Proyecto Sano y Salvo (Project Safe and Sound), 21st CCLC
Tucson, Arizona
Contact: Barbara Benton, 520-617-7434

With a 21st CCLC grant, Proyecto Sano y Salvo opened its doors in September 1998 at three Tucson, Arizona, middle schools. Each middle school has an advisory committee composed of teachers, school administrators, parents and community members who collaborate to design after-school enrichment courses that are aligned with the school's core curriculum. The

after-school programs are open five days a week from the end of the school day until 6:30 p.m. and at least one Saturday a month for family activities. Each program has an after-school coordinator with courses taught by teachers, community members, and students from the University of Arizona and Pima Community College. The colleges also provide tutors.

During an afternoon, youth have the opportunity to choose from a number of courses focused on math and science, fine arts, computer technology and social development. Examples of courses include a science-based curriculum designed by the University of Arizona; Boot Camp provided by officers from the Davis Monthan Air Force Base that teaches youth respect, discipline, physical conditioning, social awareness and teamwork; and a class in African American Studies offered by the Tucson Urban League. After-school students have also built model airplanes, a model biosphere, learned about automobiles, and solved a crime using DNA.

The summer program consists of a morning rotation of reading, language arts, math and science classes and afternoon electives such as arts, music, marine biology, folk dancing and drama. Youth keep journals for each project.

Proyecto Sano y Salvo has also begun implementing a program improvement and evaluation model. Building off a sophisticated data collection and entry system that already exists through the Tucson Unified School District, program and evaluation staff have designed instruments and templates, scanable surveys, and a continuous feedback system for program-level data collection and input, and analysis and feedback. Early observations of the program by staff point to improved school attendance as a result of the after-school program, as well as lower suspension and adjudication.

Summer Transitions
Little Rock, Arkansas
Contact: Don Crary, 501-374-1011

New Futures for Youth in Little Rock, Arkansas, in partnership with the Center for Human Resources at Brandeis University, piloted Summer Transitions, a capacity-building effort to improve school and career options (with an emphasis on math and science) for youth. The initiative strives to integrate lessons learned from education reform, workforce preparation, and positive community youth development, and emphasizes an asset-based approach to learning and the importance of strong youth-adult partnerships. Funded by DeWitt-Wallace Reader's Digest, the project-based learning efforts focus on the following specific outcomes: 1) increasing learning gains among youth at high risk of falling behind in school; 2) improving their knowledge of the connections between school and work; 3) enhancing their understanding of opportunities in the labor market, including education fields; and 4) providing local businesses with a model that demonstrates the role they can play.

During the summer of 1999, four sites in urban Little Rock participated in the Summer Transitions initiative. The initiative focused on incoming ninth-grade youth who were behind in math and science. A community-based after-school provider and a schoolteacher formed a team at each site to coordinate the six-week full-day summer program. Projects at the sites included researching, designing, and

constructing a community-based science lab, pool tables, and portable greenhouses.

At the end of the six-week summer initiative, one site reported significant increases in math scores. Saying, "We want this all summer and during the school year!" students reported they not only felt good about increasing their math and science scores but also learned a great deal about how to get along with others and gained problem-solving and decision-making skills. Participating teachers and community-based organization providers plan to continue ongoing and supportive relationships to link and expand learning opportunities throughout the day. During the next two years of planning for full-scale implementation, the initiative will focus on building a curriculum to infuse learning and enrichment and work with the same students and engage additional students.

The Metropolitan Career and Technical Center (The Met)
Providence, Rhode Island
Contact: Eliot Washor, 401-277-5046

The Met is a new kind of public high school that integrates academic and applied learning throughout the day from 7:00 a.m. to late in the evening as well as some weekends. A lab school for the Rhode Island Department of Education, the Met opened its doors in the fall of 1996 with 52 students and grew to 100 by adding a new freshman class in the fall of 1997. It currently has two schools with plans to build a campus with eight small schools with 100 students per school by the year 2002. Students are culturally diverse with 75 percent from inner-city Providence and 25 percent from the rest of Rhode Island.

The Met is a small school community designed to educate one student at a time with a student/teacher ratio of 13:1. Each student's interests, background, needs, and learning styles determine the activities projects, and priorities that make up his or her individualized curriculum. Each student has a personalized learning plan developed by the student and his or her teacher, parent/guardian, and internship mentor. The learning plan is based on the learning goals of the Met: empirical reasoning, symbolic/quantitative reasoning, communication, social reasoning, and personal qualities. AmeriCorp members are also involved as advisors and coordinate community engagement. Met students prepare for citizenship, work, and future education by engaging in real work in area businesses, community-based organizations, and in personal or group projects. Students spend each day determined by their interests, needs, and learning styles in a manner designed to help them reach their highest possible standards of learning.

Student projects are evaluated by their teachers, parents, and mentors through presentations, observations, journals and other writing, standardized tests, and teachers' narratives on students' learning progress. Family engagement is a key part of the community—students and their parents/guardians attend 11 meetings a year, plus weekly town meetings to discuss various issues. An example of successful projects by students includes the creation of Youth in Action, a nonprofit, incorporated agency with 25 youth and adult board members. Two students who graduated in spring 2000 began this project in their freshman year. Students also take college courses, and participate in meaningful summer experiences through work, travel, study or internships.

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After-School Resources

The following list of organizations, Web sites, e-mail listservs, and publications is not exhaustive nor does it imply endorsement of a particular group by the U.S. Department of Education or the U.S. Department of Justice. Instead, the list presents a collection of resources that can help educators, youth-serving organizations, parents, and others develop and enhance after-school programs in communities nationwide.

Organizations

Action for Children
78 Jefferson Avenue
Columbus, OH 43215
(614) 224-0222
www.childcare-experts.org

Afterschool Alliance
Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502
(810) 238-5651
www.afterschoolalliance.org

The AFL-CIO Working Women's Department
815 16th Street, NW
Washington, DC 20006
(202) 637-5064
www.aflcio.org/women

America Reads Challenge
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202) 401-8888
(800) USA-LEARN
www.ed.gov/inits/americareads

America's Promise: The Alliance for Youth
909 North Washington Street
Alexandria, VA 22314-1556
(800) 365-0153
(703) 684-4500
www.americaspromise.org

American Library Association
Young Adult Services Division
50 East Huron Street
Chicago, IL 60611
(312) 944-6780
www.ala.org

AmeriCorps
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
(800) 94-ACORPS
www.americorps.org

American Youth Policy Forum
1836 Jefferson Place
Washington, DC 20036
(202) 775-9731
www.aypf.org

Association of Science-Technology Centers
Youth Alive Initiative
1025 Vermont Avenue, NW, Suite 500
Washington, DC 20005-3516
(202) 783-7200
www.astc.org

ASPIRA Association Inc.
1444 I Street, NW, Suite 800
Washington, DC 20005
(202) 835-3600
www.incacorp.com/aspira

Association of Junior Leagues International
660 First Avenue
New York, NY 10016
(212) 683-1515
www.ajli.org

Beacon Schools
Fund for the City of New York
121 6th Avenue
New York, NY 10013
(212) 925-6675
www.fcny.org

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000
www.bbbsa.org

Boys and Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 815-5765
www.bgca.org

Boy Scouts of America
1325 West Walnut Hill Lane
Box 152079
Irving, TX 75015-2079
(972) 580-2000
www.bsa.scouting.org

Bridges to Success
United Way of Central Indiana
3901 N. Meridian
Indianapolis, IN 46208
(317) 921-1283
www.uwci.org

California Department of Education
Child Development Division
560 J Street, Suite 220
Sacramento, CA 95814
(916) 323-1313

California Tomorrow
436 14th Street, Suite 820
Oakland, CA 94612
(510) 496-0220
www.californiatomorrow.org

Camp Fire Boys and Girls
4601 Madison Avenue
Kansas City, MO 64112
(816) 756-1950
www.campfire.org

Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502
(810) 238-5651
www.mott.org

Center for Community Partnerships
University of Pennsylvania
3440 Market Street, Suite 440
Philadelphia, PA 19104
(215) 898-0240
www.upenn.edu/ccp

Center for Creative Education
3359 Belvedere Road, Suite 5
West Palm Beach, FL 33406
(561) 687-5200

Center for the Study and Prevention of Violence
University of Colorado, Campus Box 442
Boulder, CO
(303) 492-1032
www.colorado.edu/cpsv

Center for Youth Development and Policy Research
Academy for Educational Development
1255 23rd Street, NW, Suite 400
Washington, DC 20037
(202) 884-8000
www.aed.org

Child Care Action Campaign
330 Seventh Avenue, 17th Floor
New York, NY 10001
(212) 239-0138
www.usakids.org/sites/ccac.html

Child Care Aware
2116 Campus Drive, SE
Rochester, MN 55904
(800) 424-2246

Children's Aid Society
105 E. 22nd Street
New York, NY 10010
(212) 949-4917
www.childrensaidsociety.org

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787
www.childrensdefense.org

CityKids Foundation
57 Leonard Street
New York, NY 10013
(212) 925-3320
www.citykids.com

Collaborative Leaders Program
Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8405
www.iel.org

Coalition for Community Schools
Institute for Educational Leadership
1001 Connecticut Avenue, Suite 310
Washington, DC 20036
(202) 822-8405
www.communityschools.org

Communities in Schools Inc.
1199 North Fairfax Street, Suite 300
Alexandria, VA 22314
(703) 519-8999
www.cisnet.org

Community Solutions for Children
P.O. Box 10773
Bainbridge Island, WA 98110
(206) 855-9123
E-mail: nissanih@seanet.com

The Conference Board
845 Third Avenue
New York, NY 10022-6679
(212) 759-0900
(212) 980-7014 (fax)
www.conference-board.org

The Congress of National Black Churches Inc.
1225 Eye Street, NW, Suite 750
Washington, DC 20005-3914
(202) 371-1091
www.cnbc.org

Cross Cities Campaign for Urban School Reform
407 South Dearborn Street, Suite 1500
Chicago, IL 60605
(312) 322-4880

Council for Chief State School Officers
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001
(202) 408-5505
www.ccsso.org

CRU Institute
845 106th Avenue, NE
Suite 109
Bellevue, WA 98004
(800) 922-1988
www.conflictnet.org/cru/

Developmental Studies Center
2000 Embarcadero, Suite 305
Oakland, CA 94606-5300
(510) 533-0213

DeWitt Wallace-Reader's Digest Fund
Two Park Avenue
New York, NY 10016
(212) 251-9800
www.dewittwallace.org

Explore
4900 Wetheredsville Road
Baltimore, MD 21207
(410) 448-9930
www.exploreinc.com

Families and Work Institute
330 Seventh Avenue
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

Family Resource Coalition of America
20 North Wacker Drive, Suite 1100
Chicago, IL 60606
(312) 338-0900
www.frca.org

Fight Crime: Invest in Kids
1334 G Street, NW
Washington, DC 20005-3107
(800) 245-6476
www.fightcrime.org

Food Research Action Center
1875 Connecticut Avenue, NW
Washington, DC 20009
(202) 986-2200

Foundation for Excellent Schools
RD 4, Box 480
Middlebury, VT 05753
(802) 462-3170
www.fesnet.org

Foundations Inc.
821 Eastgate Drive
Mount Laurel, NJ 08054
(888) 977-KIDS
www.foundations-inc.org

Georgia School-Age Care Association
246 Sycamore Street, Suite 252
Decatur, GA 30030
(404) 373-7414
E-mail: gsaca@aol.com

Girl Scouts of the U.S.A.
420 Fifth Avenue
New York, NY 10018-2702
(800) 247-8319
www.girlscouts.org

Girls Inc. National Headquarters
120 Wall Street
New York, NY 10005
(212) 509-2000
www.girlsinc.org

Illinois Institute for Dispute Resolution
110 West Main Street
Urbana, IL 61801
(217) 384-4118

Institute for Responsive Education
Northeastern University
50 Nightingale Hall
Boston, MA 02115
(617) 373-2595
www.resp-ed.org

Interfaith Areas Foundation of Texas and the Southwest
1106 Clayton Lane, Suite 120W
Austin, TX 78723
(512) 459-6551

International Youth Foundation
32 South Street, Suite 500
Baltimore, MD 21202
(410) 347-1500
E-mail: youth@iyfnet.org

Junior Achievement
One Education Way
Colorado Springs, CO 80906
(719) 540-8000
www.ja.org

Kaplan Educational Centers
888 Seventh Avenue
New York, NY 10106
(212) 707-5287

League of Women Voters Education Fund
1730 M Street, NW
Washington, DC 20036
(202) 429-1965
www.lwv.org

Learn and Serve America
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
(202) 606-5000
www.cns.gov

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2808
www.fourhcouncil.edu

National Assembly
1319 F Street, NW
Washington, DC 20004
(202) 347-2080
www.nassembly.org

National Association of Child Care Resources and Referral Agencies
1319 F Street, NW, Suite 810
Washington, DC 20004
(202) 393-5501
www.childcarerr.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345
www.naesp.org

National Association of Police Athletic Leagues
618 U.S. Highway 1, Suite 201
North Palm Beach, FL 33408-4609
(561) 844-1823
E-mail: copnkid1@aol.com

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 20191
(703) 860-0200
www.nassp.org

National Center for Child Care Workforce
733 15th Street, NW, Suite 800
Washington, DC 20005-2112
(202) 737-7700
www.ccw.org

National Center for Community Education
1017 Avon Street
Flint, MI 48503
(810) 238-0463
www.nccenet.org

National Center for Schools and Communities
Fordham University
33 West 60th Street, 8th Floor
New York, NY 10023
(212) 636-6699

National Child Care Information Center
Child Care Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
243 Church Street
2nd Floor
Vienna, VA 22180
(800) 616-2242
www.nccic.org

National Clearinghouse on Families and Youth
Family and Youth Services Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
P.O. Box 13505
Silver Spring, MD 20911
(301) 608-8098
www.ncfy.com

National Coalition of Hispanic Health and Human Service Organizations
1501 16th Street, NW
Washington, DC 20036
(202) 387-5000
www.cossmho.org

National Coalition of Community Foundations for Youth
P.O. Box 489
Excelsior, MO 64024
(913) 713-6111
www.ccfy.org

National Collaboration for Youth
1319 F Street, NW
Washington, DC 20004
(202) 347-2080
www.nydic.org

National Community Education Association
3929 Old Lee Highway
Suite 91-A
Fairfax, VA 22030
(703) 359-8973
www.ncea.org

National Federation of State High School Associations
P.O. Box 20626
11724 NW Plaza Circle
Kansas City, MO 64153
(816) 464-5400
www.nfhs.org

National Guild of Community Schools of the Arts
P.O. Box 8018
Englewood, NJ 07631
(201) 871-3337
www.natguild.org

National Helpers Network
245 Fifth Avenue, Suite 1705
New York, NY 10016
(212) 679-2482
www.nationalhelpers.org

National Institute on Out-of-School Time
The MOST Initiative
Center for Research on Women
Wellesley College
Wellesley, MA 02181-8259
(781) 283-2547
www.wellesley.edu/WCW/CRW/SAC

The National Mentoring Partnership
1400 I Street, NW
Suite 850
Washington, DC 20005
(202) 729-4340
www.mentoring.org

National Network for Youth
1319 F Street, NW
Suite 401
Washington, DC 20004
(202) 783-7949
www.NN4Youth.org

National Governors Association
Hall of States
444 North Capitol Street, NW
Suite 267
Washington, DC 20001-1512
(202) 624-5300
www.nga.org

National Peer Helpers Association
P.O. Box 2684
Greenville, NC 27836-0684
(252) 522-3959
www.peerhelping.org
E-mail: nphaorg@aol.com

National PTA
330 N. Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
(800) 307-4PTA
(312) 670-6782
www.pta.org
E-mail: info@pta.org

National Recreation and Park Association
22377 Belmont Ridge Road
Ashburn, VA 20148
(703) 858-0784

National School-Age Care Alliance
1137 Washington Street
Boston, MA 02124
(617) 298-5012
www.nsaca.org

National Ten-Point Leadership Foundation
411 Washington Street
Dorchester, MA 02124
(617) 282-6704

National Urban League
Time to Beat the Street
Office of Development
120 Wall Street
New York, NY 10005
(888) 326-9688
www.nul.org

North Carolina Center for the Prevention of School Violence
20 Enterprise Street, Suite 2
Raleigh, NC 27607-6704
(919) 515-9397
www.ncsu.edu/cpsv

Open Society Institute
New York After-School Programs
400 West 59th Street
New York, NY 10019
(212) 548 0600 or (212) 757 2323

Pacific Institute for Community Organizing
171 Santa Rosa Avenue
Oakland, CA 94610
(510) 655-2801

Parents United for Child Care
30 Winter Street
Boston, MA 02108-4720
(617) 426-8288

Partnership for After-School Education
120 Broadway Suite 3048
New York, NY 10271
(212) 571-2664
www.pacesetter.com

Partnership for Family Involvement in Education
U.S. Department of Education
400 Maryland Avenue, SW
Room 5E100, FOB-6
Washington, DC 20202
(202) 401-0056
www.pfie.ed.gov

Rural School and Community Trust
808 17th Street, NW
Suite 220
Washington, DC 20006
(202) 955-7177
www.ruraledu.org

Save the Children, U.S. Programs
54 Wilton Road
Westport, CT 06881
(203) 221-4084
www.savechildren.org

School-Age Notes
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464
www.schoolagenotes.com

Schools of the 21st Century
Bush Center in Child Development and Social Policy
Yale University
310 Prospect Street
New Haven, CT 06511
(203) 432-9944
www.yale.edu/bushcenter/21C/

Search Institute
700 South Third Street, Suite 210
Minneapolis, MN 55415-1138
(612) 376-8955
www.search-institute.org

St. Louis Caring Communities Program
4411 North Newstead
St. Louis, MO 63115
(314) 877-2050

Sylvan Learning Systems Inc.
1000 Lancaster Street
Baltimore, MD 21202
(410) 843-8000
(888) 7SYLVAN
www.sylvanatschool.com

United National Indian Tribal Youth Inc.
P.O. Box 25042
Oklahoma City, OK 73125
(405) 236-2800
www.unityinc.org

U.S. Tennis Association
70 W. Red Oak Lane
White Plains, NY 10604
(914) 696-7233
www.usta.com/index2.html

United Way of America
701 North Fairfax Street
Alexandria, VA 22314
(703) 836-7112
www.unitedway.org

Voyager
1125 Longpoint Avenue
Dallas, TX 75247
(214) 631-0990
www.iamvoyager.com

Women's Bureau
U.S. Department of Labor
Work and Family Clearinghouse
200 Constitution Avenue, NW, Room 3317
Washington, DC 20210-0002
(202) 219-4486
www.dol.gov/dol/wb/

Work/Family Directions
American Business Collaboration for
Quality Dependent Care
930 Commonwealth Avenue
Boston, MA 02215
(800) 767-9863
www.wfd.com

YMCA of the USA
101 North Wacker Drive
Chicago, IL 60606
(312) 977-0031
www.ymca.net

YWCA of the USA
350 Fifth Avenue, 3rd Floor
New York, NY 10118
(212) 273-7800
www.ywca.org

The Benton Foundation's Connect for Kids
www.connectforkids.org
This site provides extensive information and endless ideas to help parents become actively involved in making the community better for their children.

The C. S. Mott Foundation
www.mott.org
The C.S. Mott Foundation, which supports community-school partnerships, is a leading partner in the U.S. Department of Education's 21st Century Community Learning Centers initiative.

The Gateway
ERIC Clearinghouse on Information & Technology
U.S. Department of Education, National Library of Education
www.thegateway.org
The Gateway provides one-stop access to high-quality lesson plans, curriculum units, and other education resources. Browse subject and keyword lists or search The Gateway on all sorts of topics.

The Finance Project
www.financeproject.org
This Web site is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives. The site was developed by The Finance Project, with support from the DeWitt Wallace-Reader's Digest Fund.

Federal Resources for Educational Excellence
www.ed.gov/free
Features of the site include resources for teaching and learning from 30 federal agencies, search tools, and a bulletin board for teachers and federal agencies to communicate about opportunities to collaborate on new teaching and learning resources.

Mid-Continent Regional Educational Laboratory
www.mcrel.org/programs/21stcentury
One of the U.S. Department of Education-funded regional education laboratories created this useful compendium of Internet resources and examples of innovative after-school programs.

National Institute for Out-of-School Time
www.wellesley.edu/WCW/CRW/SAC
Locate information about school-age child care from the National Institute for Out-of-School Time at Wellesley College (formerly the School-Age Child Care Project).

The National Governors Association
www.nga.org
The National Governors Association has a Center for Best Practices with information on schools and after-school programs, among many other topics. *Extra Learning Opportunities* is a quarterly Web-based newsletter that provides governors' education advisors and other interested individuals with information on recent extra learning opportunities activities.

National Network for Child Care
www.nncc.org/
This site offers are extensive database of publications, a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service, support and assistance from child care experts and newsletter on child care.

National Performance Review
www.afterschool.gov
A one-stop shopping Web site for parents, teachers, after-school providers, and kids to learn about after-school resources from many different government and nonprofit agencies.

Northwest Regional Educational Laboratory
www. nwrel.org/learns
LEARNS—a program of one of the U.S. Department of Education-funded regional education laboratories—features downloadable resources, innovative ideas for literacy practices, and education-based national service projects.

Partnership for Family Involvement in Education
www.pfie.ed.gov
Visit this Web site for information about the partnership, including how to join; a list of members; examples of partner activities; a comprehensive listing of U.S. Department of Education publications on family and community involvement, including after-school programs; and other resources.

University of California at Irvine After-School Training and Resource Materials
www.gse.uci.edu/afterschool/us
Staff training and program resource materials for local education projects in California and beyond can be found on this very comprehensive Web site.

U.S. Department of Education
www.ed.gov
Find out the latest news about national education issues; review education-related publications and statistics; and learn about the offices and programs at the U.S. Department of Education. Go to www.ed.gov/21stcclc/ to learn more about the Department's after-school program.

U.S. Department of Health and Human Services
www.hhs.gov
The many resources available through this federal agency are featured on its Web site.

U.S. Department of Justice
Justice for Kids and Youth
www.usdoj.gov/kidspage
Children and youth can learn about crime prevention, safety, volunteer and community service opportunities and the criminal justice system on this Web site.

E-Mail Listservs

EDInfo
Subscribe to this listserv and receive via e-mail the latest news about the U.S. Department of Education. Visit www.ed.gov/news.html to sign up.

ERIC Clearinghouse on Elementary and Early Childhood Education
Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv, which enables practitioners, policy-makers, and parents to share ideas, resources, problems and solutions. Send a message (without your e-mail signature if you have one) to: listserv@postoffice.cso.uiuc.edu. Leave the subject line blank and just type subscribe SAC-L <Your Full Name Here>.

Mott After-School
Join an e-mail discussion group organized by the C.S. Mott Foundation to exchange information, ideas, resources, and experiences related to the 21st Century Community Learning Centers Initiative. Sign up through the Web site at www.mott.org.

School-to-Work
Ask questions, debate policy, share ideas and practices, and discuss problems and solutions on the School-to-Work listserv discussion group. The listserv is open to anyone. Sign up through the Web site at www.stw.ed.gov/list.htm.

Service Learning
Sponsored by the National Service-Learning Clearinghouse, the NSLCK-12 Listserv is an electronic forum for the discussion of service-learning among administrators, practitioners, researchers, and students. For sign-up information, visit http://nicsl.jaws.umn.edu/.

Publications

After-School

As you think about organizing and implementing an after-school program, you can find helpful information and free publications through the U.S. Department of Education's Web site.

Ordering publications is easy. Just call ED Pubs, a Department service that provides publications free to the public. Call toll-free at (877) 4ED-PUBS, or order online by visiting the Web site at www.ed.gov/pubs/edpubs.html.

- *Working for Children and Families: Safe and Smart After-School Programs*
- *Keeping Schools Open as Community Learning Centers*
- *Give Us Wings, Let Us Fly*

Reading

As you think about organizing and implementing your after-school program, useful information on literacy can be found on the Department of Education's America Reads Challenge Web site www.ed.gov/americareads.

All America Reads Challenge publications can be ordered at 1-877-4ED-PUBS and found at www.ed.gov/americareads/resources.html unless noted Web site only.

- *The Read*Write*Now Activity Poster (English & Spanish)*
- *The America Reads Challenge Resource Kit: Information on how to implement and maintain a community literacy program. (Web site only)*
- *Start Early Finish Strong: How to Help Every Child Become a Reader (Web site only)*
- *Ideas at Work: How to Help Every Child Become a Reader*
- *The Read Write Now! Basic Kit! (Web site only)*
- *The Ready*Set*Read Activity Guides for Families and Caregivers (English & Spanish) (Web site only)*
- *So That Every Child Can Read... America Reads Community Tutoring Partnerships (Web site only)*
- *Read with Me: A Guide for Student Volunteers Starting Early Childhood Literacy Programs*
- *Checkpoints for Progress: In Reading and Writing for Families and Communities*
- *Checkpoints for Progress: In Reading and Writing for Teachers and Learning Partners*
- *Simple Things You Can Do To Help All Children Read Well and Independently by the End of Third Grade (Web site only)*

- *Learning to Read/Reading to Learn Information Kit*
  (Web site only)

- *On the Road to Reading: A Guide for Community Partners*
  (Web site only)

- *Reading Helpers: A Guide for Training Tutors*
  (Web site only)

- *Helping Your Child Become a Reader*
  (Call 1-888-878-3256)

- *We Want You Posters & Brochures*
  (material to be used to recruit literacy volunteers)

Mathematics

As you think about organizing and implementing your after-school program with a math focus, information is available on the Department of Education's Web site at www.ed.gov/americacounts. These math publications can be useful to you:

- *Overview*

- *Special Initiatives: Mathematics Mentoring and Tutoring*

- *Tutoring Roadmap*

- *Yes, You Can! Establishing Mentoring Programs to Prepare Youth for College*

- *Resources and Opportunities for Establishing High-Quality Mathematics Tutoring Programs*

- *E-MATH: A Guide to E-mail Based Volunteer Programs Designed to Help Students Master Challenging Mathematics, Science and Technology*

- *Mathematics Equals Opportunity*

- *Improving Mathematics in Middle School: Lessons from TIMSS and Related Research*

- *Formula for Success: A Business Leader's Guide to Supporting Math and Science Achievement*

- *Self-Assessment Guide for Improving Mathematics: Using Federal Resources for Improving Mathematics Teaching and Learning*

Preparing for College

As you think about organizing and implementing your after-school program with an emphasis on preparing for college early, information is available on the Department of Education's Web site www.ed.gov/thinkcollege/. The following publications can be useful to you:

- *Getting Ready for College Early*

- *Preparing Your Child for College*

- *Think College? Me? Now?*

- *Funding Your Education 2000/2001*

- *2000/2001 Student Guide*

- *Yes, You Can! Establishing Mentoring Programs to Prepare Youth for College*

Teacher Quality

As you think about organizing and implementing your after-school program as a teaching laboratory for new—and even experienced—teachers, visit www.ed.gov/inits/teachers/teach.html for information. These materials can also be useful to you:

- *A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom: U.S. Department of Education Initiative on Teaching Information Kit*
- *Promising Practices: New Ways to Improve Teacher Quality*
- *Building Bridges: The Mission & Principles of Professional Development*
- *What to Expect Your First Year of Teaching*
- *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*
- *The Challenge for America: A High Quality Teacher in Every Classroom*
- *Trying to Beat the Clock: Uses of Teacher Professional Time in Three Countries*

Technology

As you think about organizing and implementing your after-school program with an emphasis in technology, information is available on the Department of Education's Web site at www.ed.gov/Technology/. These publications can be useful to you:

- *Getting On-line: A Friendly Guide for Teachers, Students and Parents*
- *Parents Guide to the Internet*
- *Getting America's Students Ready for the 21st Century: Meeting the Technology Literacy Challenge*
- *An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms*

In addition, the following web site can be very useful for after-school programs:

www.ed.gov/free/. Federal Resources for Educational Excellence (FREE) provides easy access to hundreds of teaching and learning resources from more than 35 federal agencies.

The Arts

As you think about organizing and implementing your after-school program with an emphasis in the arts, information is available on the Department of Education's Web site at www.ed.gov/pubs/ArtsEd/ or the Arts Education Partnership Web site at www.aep-arts.org. The following publications and Web sites may also be useful to you:

- *Transforming Ideas for Teaching and Learning the Arts. Visit www.ed.gov/pubs/StateArt/Arts/back.html.*
- *Arts Education and School Improvement Resources for State and*

Local Leaders. For information and to obtain an updated copy of the publication, visit www.ed.gov/pubs/ArtsEd/title.html.

- *Good Schools Require the Arts.* To request a copy of the publication, call the Arts Education Partnership at (202) 326-8693, send a fax to (202) 408-8076, or send an e-mail to aep@ccsso.org.

- *Young Children and the Arts: Making Creative Connections.* To request a copy of the publication, call the Arts Education Partnership at (202) 326-8693, send a fax to (202) 408-8076 or send an email to aep@ccsso.org.

- *Coming Up Taller: Arts and Humanities Programs for Children and Youth at Risk.* To request a copy of the publication, call the President's Committee on the Arts and the Humanities at (202) 682-5409 or send a fax to (202) 682-5668.

- *Gaining the Arts Advantage* (This is available at www.pcah.gov.)

Keeping Students Safe and Drug-Free

As you think about organizing and implementing your after-school program with an emphasis in keeping students safe and drug-free, information is available on the Department of Education's Web site at www.ed.gov/offices/OESE/SDFS. The following publications can be useful to you:

- *Manual on School Uniforms*

- *Action Guide: Creating Safe and Drug-Free Schools*

- *Growing Up Drug-Free: A Parent's Guide to Prevention*

- *Early Warning, Timely Response: A Guide to Safe Schools*

- *Preventing Youth Hate Crime*

- *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*

- *Manual to Combat Truancy*

Promoting Family Involvement

As you think about organizing and implementing your after-school program with an emphasis on promoting family and community involvement, information is available on the Department of Education's Web site at www.pfie.ed.gov. These publications can be useful to you:

- *A Business Guide to Support Employee and Family Involvement in Education (from the Conference Board, 1997)*

- *A Compact for Learning: An Action Handbook for Family-School-Community Partnerships*

- *America Goes Back to School: Partners' Activity Kit 1998, 1997, 1996, 1995*

- *An Invitation to Your Community: Building Community Partnerships for Learning*
- *Building Business & Community Partnerships for Learning*
- *Community Update*
- *A New Understanding of Parent Involvement*
- *Employers, Families and Education*
- *Fathers' Involvement in Their Children's Schools*
- *Family Involvement in Children's Education: Successful Local Approaches*
- *Family Involvement in Education: A National Portrait*
- *New Skills for New Schools*
- *Parent Involvement in Children's Education: Efforts by Public Elementary Schools*
- *Preparing Teachers to Involve Families: Teacher and Administrator Preparation Kit*
- *Reaching All Families*
- *Strong Families, Strong Schools*
- *Summer Home Learning Recipes*
- *Using Technology to Strengthen Employee and Family Involvement in Education*

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